

COLLEGE AND UNIVERSITY

THE JOURNAL *of the* American
Association *of* Collegiate Registrars
and Admissions Officers



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A Significant Milestone

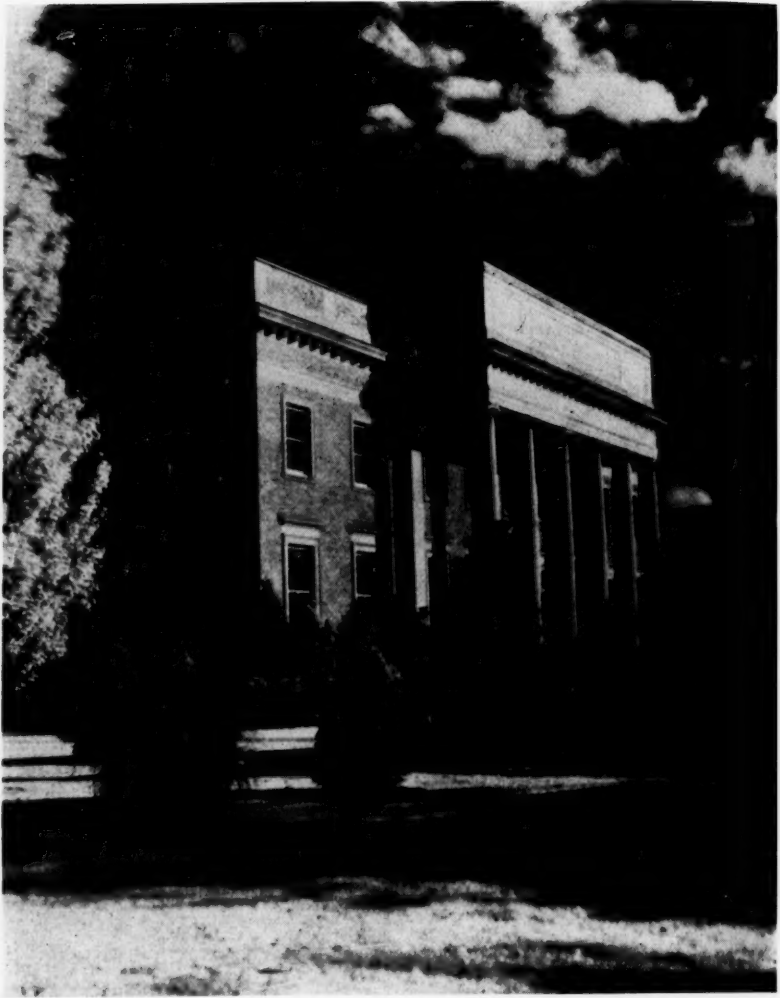
THE THIRD WEEK in October of last year was a noteworthy time for the city of Dayton. For one hundred sixty-eight hours administration, faculty and student body of University of Dayton worked hand in hand with the community of Dayton in staging one of the fullest celebrations ever accorded an educational institution. The period known as University of Dayton Week was filled with more than eighty special events planned for the city and its people.

The civic celebration was the official opening of the university's centennial year, an anniversary triple in nature because of the close association between the Marianist religious society, founders of U.D., and the institution. The death of the founder of the Society of Mary, Father William Joseph Chaminade, the coming to America of the Society from France, and the founding of University of Dayton as the Marianist educational center in America all occurred a century ago this past academic year.

With the centenary year now over, pleasant memories of the anniversary year and the past one hundred fill the hearts of all who know U.D. Remembered especially is the Chamber of Commerce sponsored parade. Nine thousand participants passed in review as one hundred thousand persons paid a high tribute to education and the University of Dayton by standing for more than an hour and a half in a continual drizzle of rain.

This time of celebration caused many to search the past for the history of the university. Those who did learned that thirty years ago the name of the institution was changed from St. Mary's Institute to University of Dayton; that the co-educational school which now boasts an enrollment of over 3000, began in the Stuart Mansion, purchased from a descendant of the Scotch royal family who accepted a medal of St. Joseph as his only collateral, and that the universal tribute which the university is experiencing during its 100th year was made possible by hardships and suffering of the first founders.

The next 100 look bright for the "Hilltop University," with enrollment steadily increasing and new buildings adding convenience to the tradition and strength of the past.



UNIVERSITY OF DAYTON'S ALBERT EMANUEL LIBRARY

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The Dean's Part in the Improvement of Instruction*

SCHILLER SCROGGS

THE DEAN'S PART in the improvement of college instruction is strongly conditioned by the nature and scope of his responsibilities, which are not standardized; his post varies from the academic programming and guidance of students to virtual presidency of a major division of a university. Again, his status varies with the character of the president and the extent to which the latter confines himself to money-raising, public relations, and such external duties. The traditions and code of the institution, especially the extent of faculty control, play their part, as also does the character of the dean himself. It is consequently impossible to generalize with security about the matter. Nevertheless, the conviction persists that the dean can be a positive and effective factor in the improvement of college teaching.

There are five general statements that underlie thinking here. (1) The dean's policies must be flexible, persistent, and consistent. Obviously, there is no such immediacy for a reform nor any such correctness in one dean's conception of it as to warrant adamant inflexibility. Yet the faculty should always be aware of the pressure of a rationally stated stand that is advanced at every propitious opportunity, and surely a faculty is entitled to find a dean's academic policy tomorrow

* Paper read before the Conference on Improvement of College Teaching at the University of Missouri, June 17, 1950.

consistent with its central trend today. (2) The dean should have long-term plans. He is dealing with a socially coherent and dynamic unity, which means that he must allow time for ideas to be integrated into the thought and attitude structures of the faculty. Is it not likely that much faculty resistance to change comes simply from their unreadiness to act in a given direction rather than from any permanent opposition to change? (3) From time to time the dean should advance formal, well-planned proposals, but these should serve simply as concrete suggestions; that is, the details of the proposal explicate it, rather than prescribe its form; they do not halter the freedom of the faculty—rather, they challenge the faculty to produce a better plan. (4) The dean is usually the only person paid to spend time studying the entire instructional situation. If he does not do this, it will not be done. The professors have their own pressing problems. Faculties therefore look to deans for imaginative leadership but not command. (5) The dean should know where and how he fits into the dynamic social group called a college and build his strategy upon that.

There are at least five assumptions that underlie the dean's approach to improving teaching. No one will seriously challenge these, but the dean may not keep himself sufficiently aware of them:

- (1) Most professors are conscientious and professional in outlook;
- (2) Most professors are able, intelligent and rational;
- (3) All professors are human; they react to praise and blame; they accept the implications of their academic roles;
- (4) Universities and colleges are in the main rational institutions; in the long run, reason prevails over prejudice;
- (5) The improvement of instruction is primarily a faculty function; all administratively initiated practices must have faculty acceptance.

Such is the conceptual structure within which the dean builds an educational unit. All of the postulates of administration are not given here—just those most operative in improving instruction. The dean works where and as he can under the limitations of his particular situation and with faith in the outcome. As his plan emerges in action, it will reveal its full form; as his efforts bear fruit with a minimum of bitterness and resentment, his colleagues usually will accord him enlarged scope of action. Hence, the dean's efforts must not deteriorate into mere opportunism. He must continuously be preparing the situation for action where improvement is most needed: the psychological

preparation of the faculty; plans and provisions for methods, materials, facilities, services. He must press for action but not strain. He must personify patience and understanding; realize that there is a certain timelessness about getting results. Goals must be clear, conceived in terms of methods and procedures as well as outcomes. There must be persistent organization: of thought, attitudes, behavioral relationships. Unremitting education of the faculty must go on: no one ever knows enough; problems grow ever more profound. Does such advice savor too much of dilatoriness? If so, the statement has been inadequate. The dean should move as rapidly as circumstances permit, but carry his faculty with him. Such tactics will accomplish more than exhibitionism and dramatic speeches.

Every replacement of or addition to staff is a crucial step. Each must produce an improvement in classroom teaching. Especially should new department heads know the plans of the dean and be in accord with them. It is surprising how rapidly events move with the appointment of a few key men. There are other directions in which the dean can use his appointive powers to improve teaching: faculty enlistment activates the program; service studies by the faculty stimulate proposals and provide means for their validation. To effectuate these, the dean appoints and appoints and appoints: he will do well to appoint in some cases to get the job done; in others, to educate certain people; and in still others, to give the resistance party a taste of the responsibilities and consequences of decision.

So much for policy and strategy. What specific means has the dean at his disposal? They are so numerous that they can be presented only in inventory here; but they are all well known. Let us begin by considering the improvement of instruction through recruitment of better teachers.

There is the letter of recommendation. What does it say specifically about the candidate's teaching, about his enthusiasm for or commitment to the subject, about his personality, his social adjustment, his human relations? If these are not mentioned, one of two things is surely the case: either the candidate did not possess such desirable characteristics in sufficient degree for them to have impressed the person recommending, or that person does not know what makes a great teacher. Hundreds of recommendations from competent university professors have stated clearly and objectively the scholarly achievements of the young Ph.D., but did not even suggest that he

wanted to teach or could do so effectively. Sometimes a second inquiry will elicit the requisite information. There must be knowledge, of course, of the professor who recommends, or at least his letter should be scrutinized for cues to his own personality. Transcripts can give some clues: they will tell whether the candidate learned well; they will also reveal his academic strengths and weaknesses, and they will give some idea of the distribution of interest and excellence. In reading transcripts, however, one must know clearly the kind of standards the issuing college has. Estimates of the candidates by former employers should be read with especial attention to what is left out, as well as to what is said. This is an equally important point of concern in reading the candidate's letters.

When the candidate presents himself for personal interview, there is usually a brief, friendly conversation in which bits of academic gossip or persiflage are exchanged. Why not make the conference pointed and contributory: Does the candidate dress carefully but not foppishly? Is he neat? Are his manners easy? What is one's reaction to his facial expression? Is his courtesy natural? Is his voice harsh? Overly soft? Forbidding, repellent? Positive? Clear? Are his appearance and bearing confident? friendly? dignified? Can the conversation be led to disclose opinionation? to test conviction? to reveal ideas on teaching? professional outlook? clarity of views? What about the candidate's general knowledge: grasp, imagination, clarity? These matters are, it is to be hoped, not considered remote from the subject of improving college teaching. They really bear upon the only certain way in which the dean can have any sure part in it. Let there be no self-deluding: a professor once employed is a long-term investment, especially if he happens to be just about average. In ten or fifteen years, any dean can remake his faculty if he goes about it with clear and consistent objectives; and he can do it with offense to none and with growing support as his ideas become personified in his staff.

These points do not exhaust the criteria for selection, especially with reference to young, untried Ph.D.'s. (They are the greater problems because there is less direct evidence of teaching ability available.) Why is the young candidate not asked to write a connected statement of his ideas about and attitudes toward good teaching? A futile procedure? Perhaps, but surely not so futile as employing him without any knowledge whatever about him. What specifically has been his past record in the classroom, including teaching assistant-

ships? Might it not be well for the dean and department to judge his performance in a try-out seminar? What evidences of interest in the education of freshmen and sophomores does he manifest (or are they but necessary nuisances to be dealt with until seniority enables him to teach in the more ineffable realms of scholarship?).

The discussion of improved recruitment methods may be concluded with four rather unconnected dogmatic remarks: (1) The inexperienced Ph.D., when carefully selected, is usually a better bet than the experienced teacher from elsewhere for the teaching of lower division subjects. (2) One's own graduates afford the best field of selection if the criteria are rigorously applied because there is a longer and more intimate history. (3) There is no intent here to deny the priority of scholarship in the selection of new professors; but so long as undergraduate colleges do not stress teaching qualifications as such, just so long will the graduate schools neglect selecting and preparing their students for teaching. And (4) the particulars presented here may seem picayunish. Any one of them of course is; it is the pattern made by many directly observed bits of evidence that tells the tale. This particular list may be inadequate; that is not the point: each dean should build up a list of his own, tested by his personal observation of the classroom performance of persons he has selected by his criteria; to neglect clear-headed evaluation here is to remain indefinitely incapable of wise selection.

There are several ways in which the dean can materially promote the improvement of teaching in service. Time compels extreme brevity but fortunately suggestion is all that is required.

In general, the dean can raise questions, make informal suggestions, present formal proposals, plan and conduct stimulating faculty meetings, initiate or encourage (that is, finance) service studies (special studies of specific teaching difficulties; progressive studies of persistent teaching problems; statistics on grades, student abilities, student reactions, etc.).

The dean can see that orientation courses in higher education are offered. There can be provision for class visitation: the young teacher is to be visited by a superior senior teacher, and vice versa. A variation of this would be novitiate teaching; that is, the senior professor takes the young teacher actually as an assistant teacher and has him observe, plan, and occasionally practice. One plan that has been found particularly successful with graduate assistants is to place them under a senior

professor of the department concerned. A part of this professor's regular teaching load is to teach them how to teach: there are weekly group conferences, class visitations followed by personal conferences, review of examinations, and so on. There is also the gathering and presentation to the teacher of student comment, either through term papers in an orientation course, through unsigned critiques handed in after the final examinations, or formal ratings. Ratings should not become a part of the machinery of personnel administration, except when a professor's adequacy has been formally challenged and then only if the rating is administered by a faculty committee. The reason for this is that faculties have not yet accepted the validity of ratings, and hence they view them as unprofessional, and as a menace to their security. An instrument viewed as a menace is unlikely to elicit creative teaching results.

The crucial problem is that of rewarding good teaching. Promotion, special pay and status, special privileges, such as travel, appointment as institutional delegate, publication of studies, public recognition are among the well-known means and methods. How pitifully far the practice of most deans falls below possibilities here! Evidence is hard to get, but again the accumulation of a great many details, such as an examination of syllabi and examinations over a three-year period will give a meaningful pattern. Courage, discernment, and imagination are the requisites of success. Do deans measure up?

There are many additional measures available to the dean for keeping the faculty alert. This conference is one; the presentation of timely speakers on the campus, keeping journals and books readily available, publication of a mimeographed news-letter. Bring master teachers during their sabbaticals to the campus for a semester as visiting professors. Arrange for demonstrations of unusually interesting teaching procedures that are developed on the campus. Organize curriculum studies and see that they get down to profound issues. Encourage participation in workshops, both as teachers and learners. Stimulate individual and co-operative experimentation with interest, funds, and service load reduction. Send delegates to conferences and have them report back formally to the appropriate faculty, and file the report both in the library and in the professor's personnel folder (and tell him you have done so). Distribute mimeographed copies of interesting materials, and so on.

The dean is almost solely responsible for seeing to it that pro-

fessors have every mechanical or other facility or service needed to improve their teaching. Before all others, comes an adequate stenographic and duplicating service, which will permit the professor to use a seemingly unlimited amount of syllabi, objective or other tests, bibliographies and other selected materials such as maps, diagrams, excerpts, etc. This service involves duplicating machines, competent and *willing* operators, skilled stencil cutters, a supply of stencilling accessories. Many duplicating services are characterized by lack of imagination and the desire to serve. Here especially is where the dean should function. Then there are the audio-visual services: including a variety of machines: lecture room projectors and screens, special projection rooms, a previewing room, indexes to materials both local and other, and a smoothly functioning scheduling and rental agency that will come right into the classroom and show the film. A museum and exhibits agency to procure and arrange exhibits is useful. There is the provision upon request of special equipment and teaching aids for the individual class unit: microscopes, slides, collections, etc. The availability of a scoring machine will without much effort on the part of the dean stimulate testing and evaluation studies. Many professors will utilize a tape recorder if it is available, to study their own classroom techniques. Give professors student readers and most of them can spend more time in student conferences. There should be listening and recording rooms for music, speech, dramatics, foreign languages. The faculty should have available the services of a test and curriculum specialist to consult as they feel the need. The dean is also primarily responsible for building a strong student advisement service, including adequately staffed orientation courses, cooperation with student and teacher, securing pertinent student opinion through informal comment and special papers and critiques. One might inventory a score of ways in which the dean can contribute to improved teaching by attention to physical plant adjustments: some have been mentioned. Then there is the indirect but very important matter of faculty social life which can merely be mentioned: the provision of continuous casual faculty acquaintance and interchange, organized but informal, and physically provided for.

Does all of this appear to be too obvious and not to the point of the improvement of teaching? Perhaps much of successful administration is just a creative utilization of obvious means in obvious ways. Only the exceptional dean can improve the situation by going into class-

rooms to tell professors how to teach. Here the dean's task is one of accomplishing ends by indirection. Our illustrations, it is hoped, show through what is perhaps an inventory of the obvious, how a dean can work effectively twenty-four hours a day to bring about the improvement of college instruction, and still have vast unused possibilities available. So these suggestions close on what has been their dominant note.

There was on our campus a rather fabulous personage, Bohumil Makovsky, or simply Boh as he preferred to be called. For many years, Boh was head of the music department (organized at Oklahoma A & M as part of the arts college). He and the new dean were having a conference one day shortly after the latter's appointment, during which the young dean told him a number of improvements the professors of music should institute. Boh looked at him through friendly, smiling, and perhaps just slightly amused eyes, nodded his head affirmatively and said, "Yes, Dean, but first you must make them *want* to do it." Boh, long since retired, has just passed into the realms of the blessed. But he will live on, and in part he will live through giving a young dean the basic principle underlying his part in the improvement of college teaching: "But first, you must make them *want* to do it;" and, one may add, then make it possible for them to do so.

The Improvement of Teacher Education

HUGH B. WOOD

THE CONTINUOUS improvement of teacher education is a matter of vital concern to every member of the education profession. Especially is this true today. For the first time in American education teachers' salaries are approaching respectability. Likewise, many communities are discovering that teachers are people and are according them some position in the community. Thus we are moving toward the elimination of two of the major factors which keep young people from entering the teaching profession.

A third factor which discourages many young people interested in a career of teaching is the type of training to which some institutions subject them. Frequently, the choice lies between attending a teachers college, thought by some to lack the "respectability" of the university, or a university in which the professional school or department of education is equally lacking in "respectability." Frequently the program—both academic and professional—for the prospective teacher is innocuous, unchallenging, unstimulating, static, and wholly lacking in vigor. If we are to continue to make teaching more and more attractive, we must make certain that the program of training is as challenging as that of the other professions.

The current shortage of teachers, especially at the elementary school level, offers the opportunity to exercise greater care in the selection of candidates for teacher preparation. Unless this is accompanied by an enlightened review of the whole teacher training program, however, we may attract and select only the best of a certain type of individual, limited in outlook and ambition, rather than the best of all young people who come to college.

Space does not here permit a discussion of the total program of teacher preparation. It is the purpose of this article to present an outline for the *professional* preparation of teachers that might be adapted to either a teachers college or a university, to a four or five year program, and to training for either elementary or secondary teachers. It is hoped that subsequent articles may present a program for the non-professional preparation of teachers.

Thus one of our major tasks is the establishment of a program of

professional education that will provide for the preparation of superior teachers. This can be done, first, by determining the needs of the superior teacher in terms of modern education; second, by providing a program of courses to meet these needs; and third, by making provision for the selection and guidance of qualified individuals who expect to make teaching their life profession.

The needs of the teacher today are numerous and varied. They can no longer be thought of as those of the narrow subject-matter specialist who too often predominates in the average school system. The teacher in the modern school must possess a broad cultural background in addition to skill in the art of teaching, and he must be able to assume a position of leadership in the community as well as in the school. Dean Russell sets up as the requisites of a good teacher,

... a thorough grounding in the subject matter, usually in more than one field; special training for teaching, directed toward an understanding of the pupil, and appreciation of the school and what it is for, and knowledge as well as skill in the process of instruction . . . an appreciation of the school as a changing institution with attention to new knowledge of human nature, trends in modern society and their educational implications, and the possibilities of new schools, materials, devices, and procedures . . . the preparation for guidance, and skill in guidance techniques, to achieve the American ideal of helping pupils to find themselves . . . [an] understanding of the entire educational process of society, the proper place of the school and the teacher, and . . . preparation to serve in this relationship and co-operate with others.¹

In addition, the superior teacher should be skilled in the art of social living, possessing the "virtues of politeness, courtesy, urbanity, gentleness of manners, social graces, and the refinements of life," and the ability to live a well-integrated personal life and inspire others in happy and satisfying living. The superior teacher should possess a well-defined philosophy of education, should be able to conduct educational research reflective of the techniques of scholarly investigation, and should be familiar with the praiseworthy attributes as well as the shortcomings of the various aspects of the vocational world. Above all the superior teacher should have a sincere respect for teaching as a profession, and intense interest in professional advancement.

How can we achieve these goals? What kind of program should we plan that will provide the kind of experiences contributory to the

¹ Russell, William F. *Report of the Dean of Teachers College, for the Year Ending June 30, 1936*. New York: Teachers College, Columbia University, 1936. p. 16.

development of the kind of teacher just described? By what criteria shall we plan such a program? A résumé of recent literature on the development of a professional curriculum for teachers suggests as minimum criteria the following:

1. Admission to the professional curriculum should presuppose satisfactory attainments in the fields of general education, demonstrated proficiency in the various media of expression, possession of desirable study habits, attitudes, and interests, and a pleasing personality.

2. The program for the education of teachers at any level should be based on their needs as individuals, as members of a social group, and as teachers.

3. The education of teachers should include a broad general education, adequate professional preparation, and supplementary cultural contacts essential to a liberal education.

4. The method of study should be considered a constituent part of the curriculum and should be designed to promote sound independent scholarship and professional competence.

5. The experiences provided should promote an understanding of basic concepts, principles, relationships, and generalizations rather than the mere acquisition of facts and information.

6. The program should provide opportunity for observation, participation, and practice in classroom procedure, and the granting of degrees should be suspended until there has been satisfactory evidence of a reasonable degree of success in this area.

7. The curriculum should provide for satisfactory daily living as well as preparation for a future vocation.

8. The curriculum should provide for the discovery and development of special interests, aptitudes, and creative abilities of individuals.

9. Opportunities should be provided for gaining an understanding of contemporary modes of living and their implied problems, and an appreciation of the functional values and contributions of certain aspects of our cultural heritage.

10. The program should be based on individual and special needs as well as general or common needs; so conceived, inherent in it should be provision for adequate guidance.

11. Growth and attainments in any area should be measured qualitatively in terms of the degree to which the individual senses opportunities for further growth, is developing effective behavior patterns with respect to these opportunities, understands the meanings and implications of his conduct and that of others, and is developing controls demanded for the work for which he is preparing.

12. The curriculum for the education of teachers should be dynamic

and should be continuously adapted to the needs of the individuals concerned.

Suggestions for improving the present program of teacher education should meet three qualifications: They should be in consonance with the criteria just established. They should be directed toward a program that would meet the needs of teachers in terms of modern education. They should recognize existing conditions and should be stated in terms of possible immediate changes.

The professional courses of most institutions are subject to one or more of the following criticisms:

1. They are often unco-ordinated, unrelated to each other, and divided into water-tight compartments which represent a systematic but not particularly functional organization.
2. They are often theoretical and impractical.
3. Opportunities for actual application of learning in a practical situation are often lacking.
4. They often present obsolete data, ideas, concepts—they often do not take cognizance of recent research.
5. They emphasize the teaching of subject-matter rather than the total development of individuals.

To correct these and other weaknesses in our professional program, the following organization and approach is suggested. All prospective teachers would be screened through an orientation course, given just prior to the last two years of training, and all professional courses would be given as an integrated core during the last two years of preparation. The program follows:

Educational Orientation should comprise a general overview of education; its place in society; opportunities for, and areas of, service; its scope and importance; its relationship to other professions; and directed study of special interests. This should be a tryout course to determine the advisability of students' entering the professional curriculum.

Foundations of Education should consider the needs and problems common to all areas of teaching, including the development of a fundamental philosophy of education; a critical study of the educative process, the nature of the learner, and how learning takes place; an analysis of the total educational program and the relationship of its various units; a study of the general methods of teaching, evaluating pupils' work, and measuring their progress; development of techniques of locating and organizing materials and aids for instruction; classroom organization and management; and other basic needs of the classroom teacher—all of this to be based on, and grow out of, classroom observa-

tion. This work should carry through the next to the last year of training and constitute about one-third of the student's program for the year.

Directed Practice in Education should include directed observation, participation, and practice in the work of the classroom teacher, including teaching, guidance, curriculum planning, social and professional contacts, making school reports, sponsoring activities, evaluating pupil progress, and all the duties and responsibilities of teaching; the selecting, planning, and conducting of projects in practical educational research; the development of necessary research techniques; and other needs arising from the pursuance of this work. This should constitute about one-fourth of the student's time during the last year of on-campus training.

Special Problems in Major Teaching Areas, organized as separate courses in such fields as primary education, intermediate education, language arts, social studies, natural science, mathematics, commercial education, fine arts, practical arts, health and physical education, foreign languages, and the like, should consider some of the special methods of teaching, special materials, aids, tests, laboratory techniques, and so on; course-of-study development; problems arising out of the maturity level of pupils; special problems arising out of classroom observation, participation, and practice; and other problems not common to all areas of teaching. Each student should take two or three of these units. Each would constitute about one-fifth of the student's work for one term or semester.

Units in Special Areas of Education should include extra-curricular activities; audio-visual education; improving community relationships; problems of administration and supervision; history of education; comparative education; the project or unit method; and the like. This work should be elective, the credit being arranged according to the scope of the unit. These units should grow out of and be built around the special needs and interests of small groups of students. They should require some independent study.

Advanced Directed Practice in Education should comprise directed teaching and participation in classroom management on an internship basis or in a regularly filled position. Teachers should meet weekly, however, to discuss problems arising from the actual situation; and to prepare an advanced project in educational research culminating in a thesis, the project to be reported to this class at least twice to indicate progress, reveal findings, and to be defended. Credit should be allowed on the basis of the amount of time devoted to this work compared to the amount given to academic specialization.

One of the questions which might well be raised immediately is,

how can we teach courses as comprehensive as these? Two ways are suggested: either the courses might be taught by a panel, or they might be divided into units, each to be taught by a specialist in a particular area. Actually, the "foundations of education" course is the only one that might prove too comprehensive for one person to teach, the others merely requiring a broader outlook than we have usually had heretofore. A panel of from three to five members would probably provide the best method of teaching the "Foundations" course, but there are natural units within the course itself, if the latter method were used.

To insure the success of any program of teacher preparation there should be provided a definite organization for the selection, guidance, and personal development of the individuals for whom the program is to operate. A division or department of education established within the colleges in which none now exists could provide the necessary organization and perform these functions. Admission to the professional curriculum should be based on: graduation from a recognized high school; two or three years of satisfactory attainments in the fields of general education at the collegiate level; demonstrated proficiency in the various media of expression; possession of desirable study habits, attitudes and interest; acceptable personality and the ability to get along with others; successful completion of the orientation course, and a sincere intention of making teaching a life profession.

Upon admission to the professional program each student should be assigned to an adviser in the educational division. It should be this person's responsibility to help the student identify his needs, arrange a program to meet these needs, and make a satisfactory showing in his program. The adviser should help the student with his personal as well as his professional problems and at all times be cognizant of the factors affecting the student's welfare. A uniform system of cumulative personal records should be an integral part of the guidance program and should provide a simple, systematic method for recording the student's progress not only through the period of pre-service preparation, but until the student is well established in the profession.

For some, the program suggested above may seem too idealistic; for others, too traditional. It is admittedly a compromise, designed to fit the typical situation and, it is hoped, to be within the realm of practicability for most institutions.

Dormitories Versus Residence Halls

CALVIN S. SIFFERD

IMMEDIATELY following the recent war the University of Illinois, to alleviate the housing shortage for men, converted the Great West Hall of the Stadium, the Ice Rink, and the Gymnasium Annex to inexpensive housing for more than a thousand men.

Facilities in these spaces were adequate but simple. Well-lighted study halls, comfortable lounges with a radio-phonograph (and a grand piano at the Gym Annex), and ample washroom, toilet, and shower facilities were provided, as well as automatic laundry machines and a snack bar. All men living in each of the three buildings slept in one large room in each building. Each man had half of a double-deck bed with a comfortable mattress and springs. For closet space each student had beside his bed a private steel locker six feet high, three feet wide, and two feet deep for his personal belongings. Additional space in each building was available for the storage of luggage. Each resident made his own bed and took care of his own laundry.

Every hall had its full calendar of social events which were planned and carried out by the residents in their own buildings. Orchestra and record dances were held regularly and coke dates and dinners were exchanged with sororities and independent women's houses on the campus. Full participation in all campus activities was the privilege of tenants of each hall and intramural teams were entered in all campus competitions. Residence in all units carried a definite responsibility of group living which had to be recognized by all and as a matter of policy each hall maintained its own house government, and insofar as possible handled its own problems.

Gradually, as other housing was provided, these emergency dormitories were taken out of use and restored to their original status as recreational and physical education class rooms. In the spring of 1950 the residents of the last of these buildings, the Gym Annex, were notified that they were to seek other accommodations for the next fall, which brings us to the point of this article.

For years it has been observed that the thinking and planning of residence halls has been done by architects and college and university officials with little consideration given to the thoughts and wishes of

those students who are to live in them. The buildings have been dreamed up on a drawing board and at few or many meetings of administration. Often, plans are elaborate, but often the students who have to foot the bills through the rentals would rather have another type of less expensive housing.

At a recent meeting of the residents of Annex Hall with university officials in protest of the decision to close the hall a suggestion was made that a survey be made among the students to determine their opinions on the desirability of various types of housing. The students adopted this suggestion and acted in the following manner: (1) The counselors and the student governing body of the hall were invited to submit a series of questions they believed should be on the questionnaire. (2) These responses were edited and consolidated into a final form. (3) Forms were then circulated at a house meeting and explained to the residents who were given an hour to complete the questionnaires which were then collected. (4) The questionnaires were tabulated and the information coded and transferred to IBM cards by a resident of the hall.

Of the 265 residents living in Annex Hall only 47 were there for the first time that semester. All the others had lived there longer, one for eleven semesters. This is especially significant in view of the fact that each semester residents of the emergency units were given priority in moving into what university officials consider better housing. Furthermore, more than a third of the residents had lived either in other dormitory-styled units or in the "better housing" and had moved into the Annex from choice. More than another third had moved into the hall from private housing or from other housing in the campus area.

Only seven per cent of the residents said that they lived in Annex Hall because they could find no other place to live. Thirty-six per cent said they liked it better than other types of housing and almost fifty per cent of the residents said they could afford it better than other types.

"In comparison with other types of housing, how do you think Annex Hall rates in regard to the following matters?" the residents were asked. Their answers are tabulated as follows:

	Poor	Fair	Good	Excellent	Superior
Opportunities for making friends	1	4	25	84	144
Opportunity for group activity	6	16	61	95	89
Opportunity for good academic work	14	24	108	80	39

Grades, since living in Annex Hall, had been worse for only seven per cent of the residents and better for thirty-seven per cent. The remainder said their grades were about the same wherever they lived.

Ninety per cent of the residents thought that the university should build permanent housing on the same general plan as Annex Hall with dormitory-styled housing but designed especially as living quarters. Eighty per cent wanted meals on an optional basis, while only five per cent wanted meals included in their housing contract. Those indicating a preference for single beds were only thirty per cent. The remainder were willing to use double-deckers. Eighty per cent were willing to have their closet space limited to steel storage lockers. Eighty-six per cent of the residents said they could study adequately in a central study hall, and when asked if they would prefer small cubicles for study fewer than one third said that they would.

Residents were asked to list their likes and dislikes. One thousand sixty-five likes were listed and one hundred ninety dislikes. The numerically important likes were that they could meet other students easily, there were good washroom and laundry facilities, the radio and sports equipment were enjoyed, there was a good house spirit, and there was plenty of opportunity to engage in house activities. The principal dislikes listed were noise in the study hall, lack of privacy, and difficulty in keeping the place clean.

Only thirteen per cent said they would move out if the place were to remain open. When asked where they would move next fall now that the hall was closing the following were listed as answers in the order of choice: private rooming houses, other temporary units if available, permanent residence halls, co-operative housing, approved boarding houses, and fraternities.

Following the questionnaire proper was a space for remarks. Here are a few taken at random:

"I like Annex Hall because of facility segregation. When I want to study I can study in complete quiet in the study hall without being annoyed by those seeking entertainment. I can study late in a warm study hall without bothering those sleeping. When I want to relax, I can do so in the lounge without bothering those who are studying or sleeping. When I want to sleep I can sleep in a cool dormitory which is conducive to restful sleep rather than in a room kept warm and lighted by those who are studying late. I don't see how rooms

in Men's Residence Halls would be satisfactory since they do not have the segregation of facilities that Annex Hall does. A private room would be satisfactory if I could afford it, but then too, I dislike having to eat my three daily meals at one place day in and day out. Even though Annex Hall costs only \$55 per semester I would be willing to pay double that price in order to have segregation of facilities. A private room in a private home would be satisfactory except that after living in one for a few weeks, it becomes very lonely. One who lives by himself has a very limited scope of acquaintances unless he sacrifices valuable study time to eliminate this loneliness in the search for companionship. At Annex Hall this situation does not exist. Whenever I feel like doing something—whatever it is—there are always one or more fellows who are in the same mood and ready to join me."

"The advantages and disadvantages of dormitory living must be evaluated in relation to the individual and his particular needs. For a young freshman unfamiliar with campus life or facilities, dormitory living will prove valuable."

A foreign student wrote, "I like to associate most of my time with American students. It has helped me a great deal in improving my English, meeting different people from all over the United States, and understanding the spoken language, and different aspects of the American social and political life. In my opinion, such living places are a very good means for foreign and American students to get together in order to bring better relationships and a better understanding among people from different corners of the world. During my stay in this hall I have made many good friends that I had not known before. At the beginning when I came to Annex I couldn't find any other place to live, but now I am very glad I did. As far as I am concerned I, as a foreign student, would advise those who are responsible for giving and providing better means and ways of education to recommend that foreign students live in houses like this because there is a mutual interest for both the foreign and the American students which cannot be replaced by any other way."

And a Japanese student said, "I came from Tokyo last August. Before I came to the States I felt the student life is rather easy and rich in the States. As I lived in Annex Hall I could observe a lot of student attitudes. I think these residents are not so rich comparing the fraternity students and others, but they are very diligent and want to

study. They have a good spirit, are self-dependent, and have self-respect. Of course I know a lot of other friends, but I like Annex boys very much. They are hard workers. The lights are on for twenty-four hours in this study hall. America's greatness does not exist in material, but in that kind of spirit. I am very regretful this hall will be closed and I will lose many good friends."

"I would have remained in Annex Hall if I were not to graduate now. I think the questionnaire did not stress enough the excellent opportunity to study, which I believe is superior to private types of housing. When 200 fellows are studying there has to be quiet; you cannot have a roommate who feels like playing his radio, and you can't tell him of it because he is your buddy. Also, you are bound to meet somebody who takes the same course with whom you can discuss matters for mutual benefit."

"Annex Hall provided me with many good friends and also a feeling of kinship with many foreign students. Annex Hall, in order to exist, has to have a democratic spirit. One need only look at the varied races, religions, etc., to understand this."

"Last June I looked for a room near the engineering school and was a bit disgusted with most of the shabby, run-down places that I saw. As far as I am concerned, Annex Hall is an excellent place in which to live. It is cleaner and more comfortable than many other places I have visited."

In summary, perhaps the following points will give pause for reflection to those planning either the physical layouts or the financing of residence halls:

1. Students want comfort, not luxury. Many are not able financially to enjoy the privileges of a private room and comparatively inexpensive dormitory style housing is the means of enabling them to continue college on a limited budget.
2. Dormitory living is acceptable and even desirable if adequate lounge, study hall, bath, toilet, laundry and eating facilities are available.
3. The average student is gregarious and likes to live with fellow students. It is acknowledged by most educators that this phase of college life with its bull sessions and its smoking sessions, and the rubbing of elbows by the country boy with the city boy is as productive of learning as are the classroom and laboratory. This rubbing of elbows is more easily accomplished in dormitory situations than in a residence hall

where a student may live unto himself in his room except for meals and classes.

Therefore, it may be pertinent to suggest that:

1. Colleges and universities give more consideration to dormitory housing as compared to residence hall housing.
2. Dormitories could be built comparatively inexpensively as compared to residence halls.
3. A dormitory for several hundred students should be divided for sleeping purposes into rooms of approximately fifty residents. Such divisions would make natural units in which a counselor might work. Furthermore, if the building was not operating at capacity, the various units might be closed off, or if not used for student housing could be utilized for housing the delegates attending the numerous conventions which come to the campuses throughout the year and are accommodated with difficulty in many instances.
4. Ideally, space for a cafeteria should be provided where low cost meals are served on an optional basis. Schools operating cafeterias on such a basis in residence halls report that the non-inclusion of meals as part of the housing contract is not a handicap in meal preparation and planning. Good food properly prepared, and low in price, insures regular customers.

A Registration System for a Small College

THOMAS A. GARRETT

UNTIL a few years ago (as the testimonial ads read), I suffered from bloodshot eyes, schedule-itis, lack of sleep and missing classrooms every September. The chief cause of my complaint was Registration Day and the symptoms listed above were further complicated by ruffled temper, loss of faculty friendships, and irate students. By a process of self-medication, I found a suitable remedy which I called "pre-registration." Until I went to my first Registrars' Convention (1947), I was firmly convinced that pre-registration was a personal invention, calculated to revolutionize the registrarial world. After my first convention, I sadly realized that I should have made the convention trip the year of my appointment as Registrar and thus saved myself from having had to learn the hard way.

This year, thanks to pre-registration, we do not have to have a February registration. And, as I contemplate the approach of a new semester with a serenity heretofore unknown, it occurs to me that there may be other "small college" registrars who have not as yet attended their first convention and who may, therefore, be unfamiliar with the solace pre-registration affords. This article is for them. It is also a plea for suggestions from my seniors in administration who will probably see room for further refinements on our procedures.

TYPE OF INSTITUTION

Any procedure must be tailored to the institution in which it is to be used. At New York University and Boston University, I have seen, with delighted wonder, the mechanical wizardry of IBM machines in action. But what is necessary at these large institutions is not even appropriate in smaller colleges. So that the following pre-registration procedure may be understandable, therefore, it is necessary to describe very briefly the setting in which it operates.

St. Michael's is a private men's College enrolling slightly more than a thousand students a year. Major curricula are Business, Science and Arts. Ninety per cent of the students board at the College. Fifty per cent of the boarders room on the campus, while the remaining forty

per cent are housed in private homes selected by the Dean of Men. During the six-week summer session, the College is co-ed. The teaching staff is composed of clergymen and laymen in the ratio of two laymen to one clergyman. The administrative staff is in the ratio of seven clergymen to five laymen. Although the College operates under sectarian auspices, admission is open to men of all denominations regardless of color who meet the academic requirements for admission. Ratio of students to teachers is 20.2 to 1. This year, we are scheduling close to three hundred course sections.

PREPARATIONS FOR THE SCHOLASTIC YEAR

Before the Registrar can register anybody for anything, he must have a schedule. Before he can make up a schedule, he must know what courses are to be offered, how many sections are to be allotted for each course, what teachers will be assigned to which sections, and what classroom space will be available. This information he usually gets from the Dean, Superintendent of Buildings, etc. It is a happy situation, therefore, when, as at St. Michael's, the Dean and Registrar work as a team.

We usually begin the schedule for fall in late February or early March and have it completed by April. As a basis for determining the number of sections to be assigned various courses, we count the number of student "majors" by academic year. Thus, we might find we have as biology majors 50 freshmen, 40 sophomores, 30 juniors, 20 seniors. In similar fashion, we go through all our major fields. Next, we determine the number of freshman majors on the basis of anticipated enrollment and past experience. Between "core curriculum" and "major field" requirements, we cover almost all the courses that must be offered. There is for upperclassmen, especially, an unknown quantity presented in the fact that juniors and seniors have the privilege of programming free electives. The problem is handled by restricting the number of elective courses offered in any one year and by making a careful study of student elective choices over a two or three year period.

When the schedule is completed it is mimeographed—minus teachers' names—for pre-registration. (Fall pre-registration takes place during the first two weeks in May.) We omit teachers names from the preliminary schedule because all teachers' contracts are usually not signed at that time and new appointments are not yet

announced. Also, omission of teachers' names discourages "shopping" for instructors, especially in courses having many sections.

PRE-REGISTRATION

During the last week in April, pre-registration dates are announced. The student's first step in the procedure is to visit the Treasurer's Office and pay a twenty-five dollar deposit as a guarantee that he honestly intends to return in the fall. When he makes the required deposit, the student is given a Pre-registration Sheet by the Treasurer. On the upper part of this sheet (See illustration #1), he inscribes his

ST. MICHAEL'S COLLEGE PRE-REGISTRATION FORM					
STUDENT'S NAME: <u>SMITH, JOHN R.</u>					
MAJOR SUBJECT: <u>SOCIOLOGY</u>					
COURSES NOW TAKING			COURSES PRE-REGISTERING FOR		
SUBJECT	COURSE NUMBER	SECTION	SUBJECT	COURSE NUMBER	SECTION
ENGL.	11.2	A	ENG.	21.1	D
HIST.	11.2	C	HIST.	21.1	E
FR.	12.2	C	FR.	21.1	A
BIOI.	11.2	C	PHIL.	21.1	C
SOC.	11.2	B	SOC.	21.1	K
ADVISOR'S SIGNATURE: <u>Prof. John Doe</u>					

(ILLUSTRATION #1)

full name and major program. He then makes an appointment with his program adviser.

Each program adviser is well briefed in the requirements of the curriculum in which he advises. Regular meetings of advisers are held with the Dean and Registrar at intervals throughout the year at which the College catalog is analyzed minutely, and specific problems of programming discussed. An experienced program adviser, of course, is more precious than gold since the best paper-planned registration procedure could be wrecked by careless or incompetent advisers.

The adviser, prior to pre-registration, is supplied by the Registrar with a list of classcards for each of his advisees. These classcards inform him of the student's current program which he lists in the left-

hand column on the pre-registration sheet (as in illustration #1). The group of classcards for each student, incidentally, also has a notation of the student's grade in each subject, so that during the pre-registration interview the adviser acts not only as a clerk for the Registrar but as a real academic counsellor. The purpose of listing "current" courses is intended as an aid to the adviser who, by checking with catalog requirements, can see rather quickly whether the student seems to be "in course." If a sophomore arts student, for example, is supposed to take logic during his second term, and this course does not appear among his "current" courses during the May pre-registration, the adviser may warn the student that the course should be made up in the summer session and not be deferred until the fall semester.

The next step is to list, in the right-hand columns, the subjects the student wishes to take during the fall semester. To lessen the danger of over-crowding in some sections, we mimeograph our schedule in three editions—one for Business majors, one for Science majors, and another for Arts and Social Studies majors. Thus, if there are nine sections of sophomore English on the master schedule, sections A, B, and C might be assigned to Business; section D, E, and F to Science; sections G, H, J to Arts and Social Studies. As a check against conflicts, the lower half of the pre-registration sheet has a place for working out the day and hour pattern (see illustration #2).

After the pre-registration has been completed to both the student's and the adviser's satisfaction, the adviser signs the form and has the student fill out his mailing address on the bottom of the reverse side of the sheet. He also has the student fill out a blank classcard for each subject he plans to take. The classcards are then paper-clipped to the pre-registration form and sent to the Registrar's Office. If there is anything unusual about a student's pre-registration—as, for example, if the student desired to take a heavier schedule than called for in the catalog, or if he wishes to defer taking a required subject until a later semester (for reasons which seemed valid to the adviser), the adviser notes his recommendations on the reverse side of the pre-registration form.

By extending pre-registration over a two-weeks period, we can give the students close attention to their problems and advise them well in course selection. If, during the interview, the adviser thinks a change of major program is called for, he can send the student to the Guidance

Office for testing and defer pre-registration until the results are available. Obviously, by spreading over a two-weeks period what was heretofore crammed into one day, we have the advantage of calm, unhurried supervision.

OFFICE AFTERMATH OF PRE-REGISTRATION

At the end of each day during the pre-registration period, advisers bring to the Registrar's Office all the pre-registration forms completed

PROPOSED DAY AND HOUR SCHEDULE, FALL TERM

(Leave Blank)

	HOOR	MON.	TUES.	WED.	THURS.	FRI.	SAT.
ENG. 21.1D	8:30	E21.1D		E21.1D		E21.1D	
HIST. 21.1E	9:30		HIST. 21.1E		H21.1E		H21.1E
FR. 21.1A	10:30	FR21.1A		F21.1A		F21.1A	
PHIL. 21.1C	11:30		PHIL. 21.1C		P21.1C		P21.1C
Soc. 21.1K	12:30						
	1:30	Soc. 21.1K		S21.1K		S21.1K	
	2:30						
	3:30						
	4:30						
	7:00						

(ILLUSTRATION #2)

during the day. Names of pre-registrants are checked off on a student directory by one girl and then turned over to another who checks the classcards for accuracy against the column "Courses Pre-Registering For" (illustration #1). Since the classcard is printed on McBee Keysort (see illustration #3), it is then also coded and punched for student's name, course, course number, and section. At the end of the pre-registration period, these cards are sorted into groups and counted. It takes about a day and a half after the end of pre-registration to record (a) total registrants (b) class totals for the Dean.

The next step is a joint Dean-Registrar job. Total registrations for each section are reviewed. It is not unusual to find, for example, that there are 47 registrants for English 21.1A and only 13 registrants for

English 21.1C whereas it had been planned to have no more than 30 students in each. When this occurs, the classcards for the overloaded section are re-matched with the pre-registration forms of the students involved. In the example just cited, we would examine the day and hour pattern of each student in English 21.1A until 17 students were found who could be transferred to English 21.1C. As each schedule was changed, we would destroy the English 21.1A classcard, make out one for English 21.1C and change the section letter under the

<div style="display: flex; justify-content: space-around;"> ●●●●●●●●●● </div> <div style="display: flex; justify-content: space-around;"> 4274142 </div> <div style="display: flex; justify-content: space-around;"> HUNDREDSTENSUNITS </div>										STUDENT'S NAME CODE		SECTION	
ADMIT <u>Smith, John R</u>													
TO <u>ENGLISH 21.1D</u>													
DAYS <u>MWF</u> HOUR <u>8 30</u> RM. <u>30</u>													
GRADE <u>B</u> CREDITS <u>3</u>													
<u>Illustration #3</u>													
LAB. DAYS _____ HOUR _____ RM _____													
FOR INCOMPLETE GRADE _____ ABS. EXAM. <input type="checkbox"/> UNFIN. WORK <input type="checkbox"/>													
INSTRUCTOR <u>Prof. John Doe</u>													
STUDENT GRADE CARD													
ST. MICHAEL'S COLLEGE, WINDSOR PARK, VT.													
SUBJECT _____ COURSE _____													
<div style="display: flex; justify-content: space-around;"> ●●●●●●●●●● </div> <div style="display: flex; justify-content: space-around;"> 1212121 </div> <div style="display: flex; justify-content: space-around;"> UNITSTENSUNITSTENSUNITSTENS </div>												SECTION	

(ILLUSTRATION #3)

"Courses Pre-Registering For" column from A to C. In some single section courses, usually electives, a much heavier enrollment than originally expected is sometimes discovered. When this situation occurs, the course is broken down into two sections, the new section being added to the master schedule, a teacher and room assigned, and students allocated. Again here, pre-registration sheets are reannotated and classcards revised.

After all classes are balanced and all pre-registration forms changed as necessary, the forms are returned to the office staff who copy the students' programs as approved or modified by the Dean under the

column "Leave Blank" (See illustration #2). The pre-registration sheet is then cut in half, the lower half being mailed to the student together with a printed copy of the full schedule (listing all courses offered at the College, teachers' names, room numbers, etc.), three day and hour schedule cards and an information sheet. The information sheet instructs the students to return one schedule card to the Registrar, one to the Dean of Men, and the third to the telephone switchboard operator.

Prior to the first meeting of each class, each instructor receives the packet of classcards for each of his courses. By checking student personnel against the cards he has been given, he can dismiss any student who does not belong in his section and record absences from the very first day, since some students have been known to take advantage of the opening days of a term by using them as extra "cuts".

Early mailing of approved pre-registrations gives any student who seriously objects to a modification of his schedule an opportunity to state his objections in writing. Those whose reasons for wishing changes are whimsical do not usually take the trouble to write, and the "change of course" procedure during the first ten days of a term is so designedly complicated that only a determined student is willing to go through the necessary red tape to make a change.

ENROLLMENT CARDS

After approved pre-registration notices have been mailed to the students, enrollment cards are made up from data on the upper half of the pre-registration sheets (illustration #1) retained in the Registrar's Office. The enrollment card, too, is printed on McBee Keysort and personal statistics such as age, home address, etc., can be filled in by reference to an upperclassman's previous enrollment card. When making up enrollment cards for the fall term, we usually type the student's name and address on two cards, thus reducing the amount of work that will be needed for the February pre-registration. Since our enrollment cards are typed, we are spared the vagaries of student handwriting.

We employ pre-registration, of course, only for upper-classmen; and, as a service to other administrative offices which desire to get last minute data from students, we still maintain a token registration in September. Since we have a rather elaborate Freshman Week

[illegible]

program, there is a full-scale old-fashioned registration for these newcomers in September. For the February term, however, the problem is much simpler. At the time of this pre-registration, students must pre-register for the same sections of continuing subjects that they were in during the first term. Also, the enrollment cards are all prepared, except for the typing in of courses, sections and titles.

The procedure does call for a heavy amount of work on the part of the Dean's and Registrar's staff over many months, but it has the advantage of getting the work of registration done calmly and neatly, of leaving administrative personnel fit and genial during the first few days of a new term. Most important, it succeeds in allowing the work of the semester to begin immediately with a minimum of confusion and changing around. Teachers remarked this year that they felt their classes were better organized at the end of the second week of session than was heretofore the case at the end of the third or fourth week.

The new procedure has a wonderful psychological effect upon the students as well. Students (and some teachers) have always been resentful and slightly suspicious of the slow evolutions and convulsions previously considered inseparable from registration. They regard the speed-up as an indication of increased efficiency on the part of the College, and their pride in the institution goes up thereby.

Some Thoughts on Prediction of Academic Achievement

R. E. SUMMERS

PERSONS concerned with the admission of students to colleges and universities have long given attention to criteria of probable academic success. From the use of crude screening devices and measures of past academic record, we have moved toward more and more comprehensive and fully individualized predictive factors. These have successively taken the form of so-called intelligence or academic aptitude tests, achievement examinations, and personality or vocational interest tests. As we review the extensive use that has been made of all types of predictive examinations since about the time of World War I, we cannot fail to be impressed with at least some lack of progress. There may be evident failure of such predictors to acquire a position of generally accepted quantitative value.

The traditional tests for determination of academic aptitude, those of student ability (or its manifestations) and achievement, appear to have approached the limits of their usefulness within the present context of application. We are rightly now attempting to evaluate motivation and drive, or signs of their action and components, within specific fields of human endeavor. We are concerned with what we loosely call student interest, adaptation, and fitness as disclosed by personality factors. More than we often realize, dependence is placed on the appraisal of these factors by skilled counselors acting in candidate interviews. Profiles of achievement and growth in specific areas have been helpful but not entirely satisfactory. Such anomalies exist between present measures of general college aptitude and achievement in given fields of endeavor that close attention to the specific motivations, attitudes, interests, and sociological or character promise of the individual may appear to afford better clues to prediction of success or failure. But we need yet other tools and processes, or both testing and clinical results should be improved, if predictive success is to be all that is desired.

It is helpful to take a broad, even revolutionary, view of the implements now at the disposal of those who attempt to foretell human action, particularly in academic pursuits. Enough different factors

and measurement means are known to us to warrant critical review, classification, and assignment of them to their respective roles in the difficult and abstruse task of predicting success in college. It may well be that psychologists and educators have been blinded by the sometimes automatic assumption that these various factors in achievement are scalar quantities. Since we tend to express them as test scores or percentiles, it is natural that we might assume they are completely describable by a number, or can be represented merely by a band or a point on a single scale of related values. Actually, these entities are perhaps directed magnitudes, forces or velocities, and they must be supposed to have not only numerical expression but also vectorial (at least directional) definition.

Presenting these ideas in the broadest sense, should we not use the invariantive approach? Results of testing and analysis of human beings certainly have meaning independent of the mathematical co-ordinate system in which they are expressed. Even the beta coefficients of the regression equations used in prediction are apparently confined to the rectangular Cartesian co-ordinates. Possibly a vectorial solution of the prediction problem, with related expression of deviations and least probable errors, would be an improvement on current statistical methods. In many disciplines, vector analysis affords both a simplicity of expression and a means for generalization and unification of knowledge not approached in the common mathematics of numbers.

Surely it is not consistent or proper, as we have often discovered, merely to average a student's rank on a psychological examination with his rank on a motivation or vocational interest test. It is even out of order to regard these two scores in juxtaposition.

Consider therefore the relative positions of numerical measures of pure aptitude, if obtainable, as against those of motivation or drive. For simplicity, let it be assumed that our concern is initially limited to a single discernible narrow field of human achievement or endeavor. Thus, it is supposed that the aptitude measure, granted we have one, will be for that particular limited field, and that motivation, determined for the same subject will, likewise, be in the specific and narrow field for which the aptitude is determined. It is the writer's observation that without action—drive—on the part of the individual, aptitude will avail little or nothing in the way of achievement. A high level of aptitude can, to be sure, contribute immensely to the ease and efficiency with which drive will bring about achievement. Con-

versely, even with minimal aptitude, some individuals will, through extremely high motivation, produce a good measure of achievement. If achievement is looked upon as the net result of some kind of an energy expenditure, more or less according to the specific aptitude of the worker, then we would expect to measure that energy in terms of two factors operating vectorially, possibly in positions of orthogonality, to each other.

Assume that Figure 1 relates to a single very narrow field of human educability and that consequently the performance of any person in that field is based on a specific and definable (variant) pure aptitude. In this diagram, the aptitude of some particular indi-

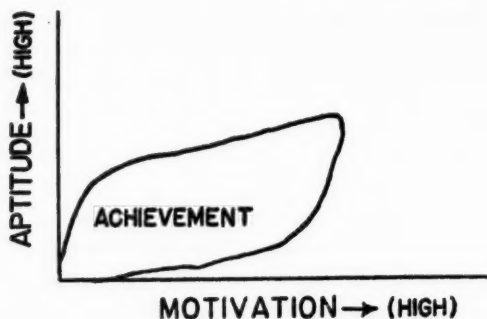


FIG. 1

vidual is represented by the height (top margin) of the area labeled achievement. Motivation, and perhaps even to a degree the interest, work fitness, or personality characteristics, of the subject are tentatively represented by the horizontal distance from the axis to the right hand boundary of the achievement diagram. The product of the dimensions, aptitude and motivation, is taken to be achievement. It can be recognized that the same degree of achievement might result even with a lower aptitude, but only through greater devotion to the particular tasks. Further, any growth or conditioning of aptitude with performance (learning) in the particular field, or with maturation, can be illustrated by a tendency of the top boundary of the achievement area to rise with increase in motivation from zero to the particular attained maximum value. Also, if persons are motivated, develop interest, in some relation to achievement in the specific field, then that relationship, too, can be indicated by the form of the right hand

boundary of the achievement area. Perhaps it should be pointed out that complex or vastly different boundaries of the area indicated as achievement do not detract from the validity of the organization suggested. The form used here has no significance other than for present illustration. It should be apparent, if this analysis has value, that scores on suitable motivation tests for the particular achievement area are in no way to be added directly to, or to be averaged with, aptitude scores in the same field of concentration.

Let us now include a "third dimension" among the factors in achievement prediction. Retaining differential pure aptitude as the

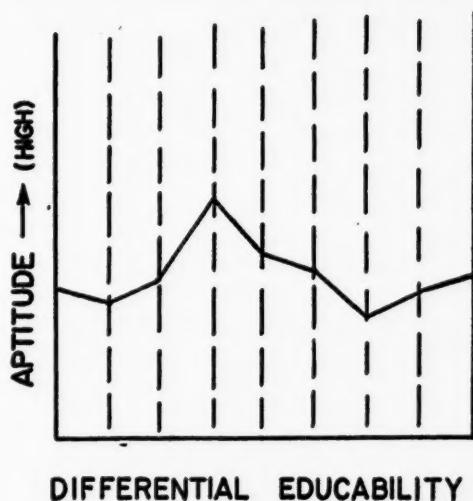


FIG. 2

intensity factor, and continuing to represent it as the ordinate in the diagram for achievement, construct Figure 2. In this diagram the horizontal scale can very well be one of specific capacities, within the compass of potentialities here significant for the individual. Consistent with current practice, the scale is merely the base of a multi-aptitude profile. We have before us the situation of Figure 1 when but a single composite of aptitude factors or differential promise is concerned. When all usual fields of human potential and readiness to learn are defined and enumerated, they might constitute a continuum as represented in Figure 2. Obviously, for certain school situations we must deal with a few well defined, discrete, and most important areas

of concentration. Here no attempt is made to indicate any primary factors or unitary traits of mental ability as against more specialized ones.

It may be useful to attempt to develop a perspective view of the combination of the two diagrams referred to thus far. This is purely

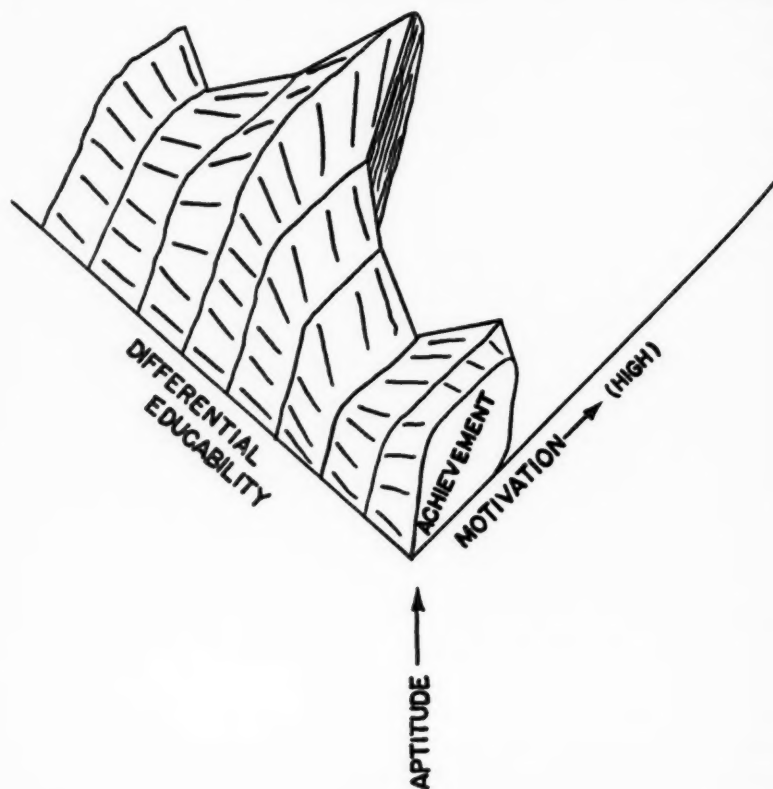


FIG. 3

for purposes of provoking thought and argument. Figure 3 is suggested as such a combination diagram, showing a volume (solid) of achievement. The illustrated relationship of differential aptitudes is a matter of arbitrary placement and of the selection of particular fields for inclusion. The appearance, and even the magnitude, of the volume which represents the sum total of achievement is likewise a function of the different measures of educability employed, and of arrange-

ment of scores in the profile. Perhaps this is just another way of saying that what we find an individual to be, and to give promise of being, depends on how we view him.

At this point it is suggested that the development of a vectorial relationship between aptitude, motivation, and specific ability could, if at all acceptable, result in several benefits. We are led thereby to understand why numerical scores in those three cannot be set down in parallel and averaged or regarded in the same context. As numbers alone, they do not tell the full story. We may have had undue confidence in usual correlation methods.

It is apparent why so much of the initial emphasis on testing was devoted to aptitude testing. This is because the factor of aptitude might be expected largely to determine an efficiency with which a particular human subject may achieve to a given degree in a particular field. Aptitude is perhaps the intensity (efficiency controlling or *height*) factor of achievement. If, however, we are to forecast a total achievement, we shall need to know, in addition to the subject's generalized aptitude, at least his specific abilities and the motivation and achievement that he has in each area. The diagram of Figure 1 is only a single cross section through the solid of achievement. An infinite number of such specific abilities is not a theoretical impossibility, according to this analysis.

Experience with natural phenomena leads us to believe that a fourth influence, time, enters into the achievement. This is true because of the background against which our common physical laws operate—because we do not usually employ a relativity concept independent of time. In terms of everyday measurements, therefore, time is perhaps an aspect of motivation as we see it. Or it may be convenient to assume a time-motivation factor in achievement. Motivation as referred to on the diagrams is understood to comprehend this time aspect.

No attempt is made to reconcile satisfaction of the individual with achievement, or to relate it as a separate entity to achievement or to the probable separate factors in achievement.

It becomes evident that we have need for sure measures of motivation or of motivation with respect to time. We should be most cautious about likening motivation to a force, as is sometimes done. If it is truly a quantity, it might be supposed to be more nearly akin to a weight. But like a weight, it will always change with every change in the framework of its measurement, with every world in which it is

found. This does not mean that it is without its absolute components, if only we can discern them. Surely, to arrive at absolute measures of motivation, we must take out of its poorly evaluated quantitative expression those environmental influences which enter into the measurement unit with which we work at a given time and place. This would seem to be preliminary to the postulation of any special relativity theory on human traits.

When achievement is conceived of as being a volume, bounded as by the three different factors enumerated, the possibilities of specific achievement are noted to be infinite in number and extent for a person of even mediocre aptitude. Thus, the forecast of what an individual will do is taken out of the category of a test score, which may represent a single, definite, restricted region on some one linear scale, and is given an infinite number of different possible values, but in widely different regions for different individuals. Over-simplification is thereby avoided. If the individual is considered in but one work, in which even so the possibilities are infinite, the likelihood of his attainment is tempered sharply by his aptitude, except as motivation is brought into play to a very great measure or through a long period of time.

The frontal edge of the achievement volume of the last figure is an irregular line in three-dimensional space. Seen as differential educability versus aptitude, it appears as a simple profile in two dimensions. That the profile developed herein is a broken line, rather than a smooth curve, perhaps attests only to the present lack of relationship between the fields of learning, or of interest, assigned to contiguous locations. When we are able to view the profile of potential on the plane of differential educability versus motivation, we shall not expect to see the same profile form as that of Figure 2.

It should be noted that this discussion, like the usual prediction of academic success, assumes performance of the individual in a controlled or normal environment. Likewise, there is inherent in it a disregard of the low validity of academic grades, the poor but customary criterion of success. The vectors suggested herein are obviously not those of the factor analysis proposed by Professor Charles E. Spearman, Professor L. L. Thurstone, and others. Dr. Thurstone dealt with human abilities, primary and unitary for the most part. Somewhat like factor analysis, this approach, although rather elementary, conceives of human performance as possibly best related to several causa-

tive or permissive agents operating in any necessary spatial relationship. In my use of orthogonal axes I have suggested independence of the categories represented. The more general case of oblique co-ordinate axes may be worthy of consideration. Application of the mathematics of matrices is a possibility for anyone who cares to pursue these suggestions further.

As between different fields of interest or differential educability, it is noted that relationships between aptitudes may or may not exist. Perhaps aptitude testing can be made specific within fields and not such as to yield hypostatized unities from a number of fields. This, of course, is equivalent to the expression of an early hope of the psychologist that an individual of low general aptitude can have good promise in some endeavor.

The Allocation of Administrative Responsibilities in the Liberal Arts College

EDWARD F. SHEFFIELD

THIS EXCURSION into the realm of how-to-do-it began as an attempt to discover and classify the administrative functions which are commonly performed in liberal arts colleges. It seemed clear that once that had been done it would be a fairly easy task to posit a staff organization comprising certain administrative officers, with suitable titles, to whom the major areas of function might be assigned.

As the investigation was pursued, however, it became evident that, despite much precedent for that approach, the problem is not as simple as it first appeared.

The trouble began with definition of the word *administration*: "Administration may be defined as the process or means by which the aims of an organization are determined, plans are made for achieving those aims and the plans are carried out."¹

Here are involved three distinct processes: policy-making, planning and execution. There are "definitions" of administration which imply its identity with execution alone, but in good practice execution or operation is closely related to planning and the formulation of policy.

This raised the question as to whether all three of these administrative processes should be the private preserves of the so-called administrative officers of a college. What of the other groups making up the college community? The board of control? The faculty? The non-academic staff? The student body? Surely, since all are affected by plans and policy, and all are engaged in operations, then all should be able, indeed desirous, of participating in planning and in making recommendations for policy.

The problem becomes, therefore, that of the allocation of administrative responsibility not only among administrative officers, but among the components of the whole college organization.

Three major aspects of the problem need consideration:

1. The principles of administration involved.

¹ Helen D. Beavers, *Administration in the Y.W.C.A.—Principles and Procedures*. Quoted by Harleigh B. Trecker, *Group Process in Administration*, p. 13.

2. The areas of college activity for which administrative responsibility must be allocated, and
3. The groups of people concerned.

PRINCIPLES INVOLVED

In his study of *The Internal Administration of the Liberal Arts College*, Kinder derived seventeen guiding principles of administration. Of these, eight are particularly pertinent to the problem under discussion:

1. Administration exists for the purpose of enabling the institution to carry out more effectively its aims and policies rather than as an end in itself.
2. Administration should provide for a high degree of staff morale. Every member of the administrative and instructional staff should be made to feel a responsibility for the progress of the institution as a whole.
3. The president as the chief executive officer of the institution should have final authority and responsibility, subject to review by the board of control, for all phases of administration in the institution.
4. The chief executive should be sufficiently free from routine administrative duties that he may devote the major part of his time to the development and execution of the policies of the institution.
5. All administrative officers should be responsible to the president either directly or indirectly.
6. Each member of the staff, especially the administrative staff, should be given a clear definition of his functions so that all functions will be properly cared for and an overlapping or duplication of effort does not occur.
7. The faculty should be considered the legislative body of the institution in academic matters.
8. The faculty should not attempt nor be expected to perform executive duties.²

Trecker, writing of social agency administration as a group process,³ contributes a point of view which is appropriate to educational institutions. By adaptation, those of his principles which are pertinent become:

9. Administration is an inherent part of the whole educational process rather than merely a tool, adjunct or facilitating device.

² James S. Kinder, *The Internal Administration of the Liberal Arts College*, pp. 84-137.

³ Harleigh B. Trecker, *op. cit.*

10. All the groups in the college are equally important parts of the whole. Their equality of status is based upon function.
11. Participation in group life is essential if that group is to meet the needs of the members and develop a high enough group morale to carry responsibility. (Compare with the second principle, above.)
12. Administrative authority is authority *with* rather than over others. It grows out of group intelligence.
13. Administration must be in harmony with the basic objectives of the college. If the college is devoted to the task of helping people develop their capacities to participate co-operatively in the creation of a democratic social order, then the ways in which the administrative processes are carried out must be living manifestations of the co-operative democratic ideal.
14. The policy-making and the operating phases of colleges must be integrated so that policy flows out of operations and operations truly represent policy. It is both undemocratic and inefficient to treat policy-making and operation as if they were at different levels.
15. Colleges are social systems or multiple-group organizations held together by the interaction of all who have a part in their creation and operation. Here is one instance where the whole is greater than the sum of its parts.
16. Those who will be directly affected by the results of planning should have a share in the making of the plans. The various groups in the college community should assume administrative responsibility in those areas in which they have most concern and to which they are able to contribute most effectively.

By way of adaptation and expansion of certain of these principles the writer suggests the addition of the following:

17. The location of ultimate policy control (usually with the board of trustees) does not limit the distribution of responsibility for planning.
18. However widely administrative responsibility is distributed, the leadership in each area of college activity should be assigned to a specified administrative officer.
19. One officer or group in the college may have primary responsibility for one area of administration but never exclusive responsibility so long as other officers or groups are concerned with it.

To summarize, the chief principles involved in the allocation of administrative responsibilities in the liberal arts college are these: The college is a community of interacting people or groups, all of

whom are concerned with administration to some extent at least. All groups are of equal status, although their primary responsibilities differ in accord with their composition and function. Responsibility for the leadership of the various groups should be specifically allocated to designated administrative officers.

AREAS OF ACTIVITY AND ADMINISTRATIVE OFFICERS
CHIEFLY RESPONSIBLE

In the literature of college administration there are various classifications of administrative functions. The differences between them are minor, though, for it is widely held that the basic list of functions is applicable to almost all colleges. The following classification into five divisions would be generally acceptable.

Upon the question of which administrative officer should be given major responsibility in each area there is much less agreement. Kinder reports: "The situation is such that Dean Hawkes of Columbia College has remarked that the administrative duties of college officers are so variable that if two similarly named officers in different institutions shifted places they would have nearly a new set of duties."⁴

Instruction

Instruction involves not only the actual teaching of students, although that obviously is paramount, but also the determination of who shall teach (faculty personnel), who shall be taught (admission requirements), what shall be taught (curriculum), how it shall be taught (teaching methods and materials), and who should receive degrees (graduation). It should involve as well continuous evaluation of all of these aspects.

The responsibility for leadership in instructional administration is usually allocated to the dean or deans of the college assisted by department chairmen, and the librarian.

Student Personnel Services

Student personnel services include the provision of pre-college, in-college and post-college counselling and guidance; placement; financial aid; health services; housing; food services; athletics; social activities; and religious activities. Student personnel administration involves as well the registration of students, the maintenance of aca-

⁴James S. Kinder, *op. cit.*, p. 22.

demographic and other personnel records, and the compilation and interpretation of data relevant to the student body.

In few institutions is there a single officer responsible for all parts of this program. Among those frequently concerned with limited portions are the registrar, the dean of students or deans of men and women, the alumni representative and the physician. Recently the title "director of student personnel services" is becoming more common among larger institutions but it seldom carries responsibility for all phases of this program.

Business and Finance

Business and financial activities include budgeting, purchasing, accounting, plant maintenance, supervision of custodial, clerical and other non-instructional personnel, sale of books and supplies to students, control of student activity financing, collection of fees, and allocation of financial aid to students.

Business manager, bursar and comptroller are alternate titles commonly used to designate the officer with chief responsibility in this area. He is often assisted by an accountant and a superintendent of buildings and grounds.

Public Relations and Community Service

Activities in the sphere of public relations and community service are concerned with the interpretation of the college to the community of which it is a part, participation in the active life of the community, contribution to the satisfaction of community needs, and the stimulation of support of the college by the community. They may include what are usually called extension services.

In small colleges this is usually an area of responsibility of the college president. In larger institutions he may be assisted by a director of public relations, an alumni secretary and a director of extension.

Leadership and Co-ordination

The first and last major area of administrative responsibility is the provision of leadership for all activities of the college—the stimulation of planning, the evaluation of program activities and the co-

ordination and blending of all elements and groups of the college into a harmonious, effective whole.

This is the president's most important duty. Indeed, under his guidance, it is a primary function of all administrative officers of the college.

GROUPS CONCERNED

The college community consists of five main groups of people: students, faculty, members of the board of control, administrative officers, and other non-instructional personnel. Each group has primary concern with at least one of the five areas of college activity (with the possible exception of the last-named group), and most groups are concerned to some extent with all.

Students

Students form the largest group and it is for them, presumably, that the college exists. Their chief interests are in instruction and student personnel services. From these they seek satisfaction of their needs. By these they are most directly affected. It may well be asked, therefore, if they should not have a considerable amount of responsibility for planning these activities—administrative responsibility in the sense in which it is used here. Are they able to assume such responsibility? Are they sufficiently mature and experienced? Do they know what they need? Such questions are pertinent. So also are these: Who knows better than they what they want? Who knows better whether they like what they are getting? How are they going to get the best values out of group experience if they are not active participants in the group—*citizens* of the college community?

To the extent of their concern and their ability, students should be included in the group planning of instruction and student personnel services.

Though less directly, they are concerned also with the other three activity areas of the college. They use the college plant. They, more than any other college group, are the representatives of the institution in the community. Their morale is affected by college leadership, and they are likely to be the first to sense a lack of co-ordination in the college. In these areas, too, they should have some contribution to make.

Faculty

The primary interests of the faculty are the same as those of the students: instruction and student personnel services. It is fairly common for the faculty to be given responsibility for the determination of the conditions of instruction, but there are still some institutions in which members of the faculty have no duties other than teaching what the administration has decided shall be taught, to students in whose selection they have had no share. It is less common for the faculty to have direct responsibility for student personnel services, although they are usually asked to render some of these services.

It is fatal to faculty morale if they are not actively engaged in the administration of instruction and student personnel services.

The faculty, too, is interested in the other phases of administration. The availability and administration of funds affect their work and their welfare. Their prestige is influenced by the status of the college in the eyes of the public. Their effectiveness is conditioned by the strength of college leadership and the degree of unity which characterizes the institution. The faculty should be given an opportunity to play a minor role in the administration of these activities as well.

Board of Control

It is customary for the board of control to retain ultimate responsibility for major institutional policy and to interest itself especially in business and finance, public relations and the quality of administrative leadership. Such functions are appropriate.

According to prevalent opinion the board should not be intimately concerned with the administration of instruction and student personnel services. It should be kept informed of these activities, however, for they are the ultimate expression of the aims of the college, and for these the board is answerable to the community.

Administrative Officers

The administrative officers are jointly and severally responsible for all activities of the college. They are at once leaders, planners, organizers, co-ordinators, executors and servants. Theirs is the task of guid-

ing the interaction of the people and groups that make up the college to the end that individual and group needs shall be satisfied, the aims of the institution fulfilled and society served.

Non-instructional Personnel

Akin to the administrative officers in that their services are for the benefit of all phases of college activity, these are the forgotten people of the educational world. But they too are affected by college policy—by business affairs, by leadership and by co-ordination. They are operators and therefore have ideas about operation. They are people and therefore have need of the outcomes of healthy group life. They could help in administration, in proportion to their interests and their abilities, if they were given a chance.

A PROPOSED PATTERN OF ALLOCATION

In order to observe the principles involved in the allocation of responsibilities, to provide for the efficient planning and operation of the various activities of the college, and to acknowledge the functions and roles of the groups which make up the college community, the pattern of allocation shown in Figure 1 is proposed.

It is significant that the chart is drawn in the form of a circle rather than a pyramid; thus is the equal status of the various groups indicated.

Analysis of the figure will show allocation of major and minor administrative responsibility to the various groups as follows:

<i>Group</i>	<i>Major Responsibility</i>	<i>Minor Responsibility</i>
Students	Instruction Student personnel services	Business and finance Public relations and community service Leadership and co-ordination
Faculty	Instruction Student personnel services	Business and finance Public relations and community service Leadership and co-ordination
Board of Control	Business and finance Public relations and community service Leadership and co-ordination	Instruction Student personnel services

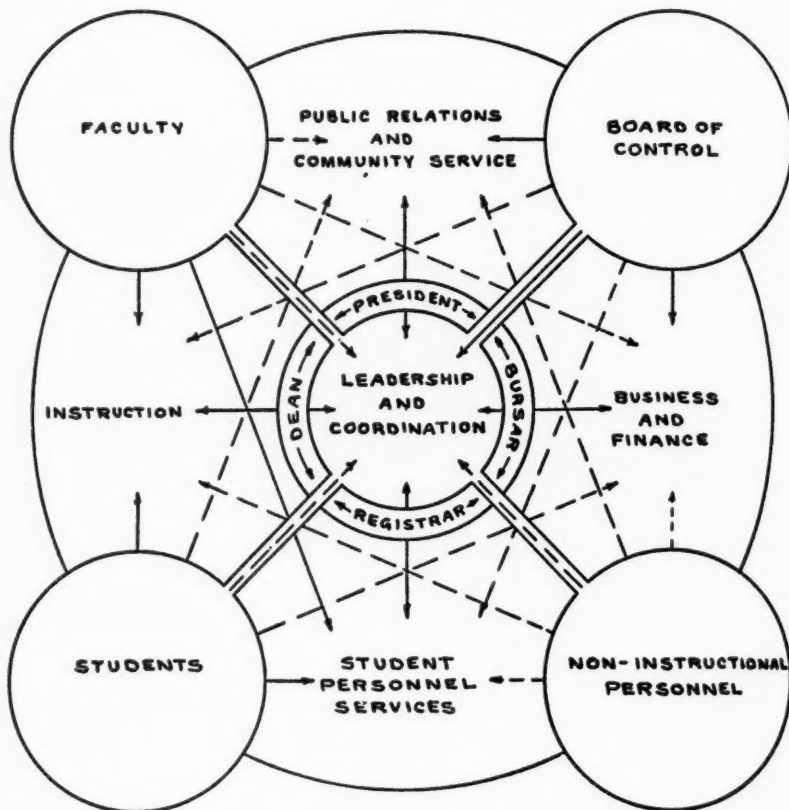


FIG. 1. Proposed Pattern for the Allocation of Administrative Responsibilities in the Liberal Arts College.

1. The five circles of equal size (including the group of administrative officers in the centre) represent the chief groups in the college community.
2. The sections between the circles (and within the centre circle) represent areas of college activity.
3. The solid-line arrows point to areas of major administrative responsibility; the dotted-line arrows to areas of minor responsibility.

<i>Group</i>	<i>Major Responsibility</i>	<i>Minor Responsibility</i>
Administrative Officers^a		
President	Leadership and co-ordination Public relations and community service Business and finance Instruction Student personnel services	
Dean	Instruction Leadership and co-ordination	Student personnel services Public relations and community service Business and finance
Registrar	Student personnel services Leadership and co-ordination	Instruction Public Relations and community service Business and finance
Bursar	Business and finance Leadership and co-ordination	Public relations and community service Student personnel services Instruction
Non-instructional Personnel		Business and finance Leadership and co-ordination Student personnel services Instruction Public relations and community service

The methods by which these groups may be organized to share the administrative responsibilities allocated to them constitute a most important area of investigation, but one beyond the scope of this paper. Suffice it to note that they are most likely to be derived from a study of the principles and practices of group work.

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^a The number and titles of administrative officers shown are purely illustrative. One officer might well be assigned to more than one area of activity in a small college. In a larger institution there may be several officers, each concerned with a portion of a major area.

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Dayton's Institute on Preparation for Retirement

GORDON W. ALLEN

ON FOUR successive Tuesday evenings in February, 1950, Dayton, Ohio held its first institute on the subject, "Preparation for Retirement". This took place after several months of planning by a carefully selected committee. The meetings were primarily directed towards an age group of employed people who were neither too young nor too old to begin planning for retirement. The meetings were also open to all others who were interested in attending, regardless of age or employment status.

The idea for such a series of meetings originated with two industrial physicians, Dr. Mack Shafer of the Frigidaire Division and Dr. Newton E. Leyda of the Moraine Products Division of the General Motors Corporation.

Too often they saw industrial employees, from both management and labor groups, attain the so-called compulsory age of retirement. Suddenly faced with the prospect of years of inactivity, with no skills, interests, hobbies, avocations—without even realizing they had attained "old age"—workers found they had spent their lifetimes working at industrial problems or in the shop which prepared them for one thing only: idleness. The results of idleness, shown by mental breakdowns, restlessness, physical deterioration are measurable and dramatic. Why not conduct a series of group-counseling meetings to help people prepare for the later years of life?

These two physicians decided to do something about this. They took their idea to the Metropolitan Health Council, the health division of the local Community Welfare Council. A study and planning committee was formed. Representatives of the Health, Group Work and Family Divisions were appointed. Others were appointed from the Industrial Personnel Association, the Medical Society, lay groups, health and welfare organizations. Chairman of the Committee was Mr. Hugh McNary, Field Manager of the Dayton Social Security Office. At one point Dr. Wilma Donahue of the University of Michigan Institute for Human Adjustment was called in as consultant.

Out of a long list of subjects the topics to be covered and the speakers to present them were lined up. Each meeting revolved around a central theme. There was plenty of time for participation and discussion after the speakers presented their material. A look at the programs will show the nature and scope of the subject matter:

First Meeting

Theme: What to Prepare For

- The Need to Prepare for Retirement—What Are the Problems . . . Lawrence Barrus, Asst. to President, Cleveland Twist Drill Co.
- The Fear of Old Age Quincy Howe, George Lawton, (A Kinescope TV Film) . . . Ph.D., & Ewan Clague

Second Meeting

Theme: Financial Security

- Insurance & Retirement Plans Walter S. Bunn, Life Insurance Underwriter, Mutual Life Insurance Co. of New York
- Old Age & Survivors' Insurance—Its Relation to Insurance Programs Thomas Hughes, O.A.S.I. Director for Michigan, Ohio, Kentucky
- Where There's A Will Judge Rodney Love, Judge of Probate Court of Montgomery County
- What Is a Trust Estate and Why Should I Have One? Kenneth N. Graham, Trust Officer, Winters National Bank & Trust Company
- Summary Russell Knight, Manager, Dayton Agency, Northwestern National Life Insurance Company

Third Meeting

Theme: Health in the Later Years

- Physical Health and the Later Years of Life Dr. Walter B. Lacock, Chief, Division of Chronic Diseases, Ohio State Dept. of Health
- The Nutrition Aspects of Health . . . Dr. Frank W. Lowenstein, Research Fellow with Ohio State Department of Health from the U. S. Public Health Service

The Psychological Aspects of
Being Older M. G. Mattingly, Ph.D., Professor
of Psychology, University of Dayton

Fourth Meeting

Theme: Things to Do

What Do the Arts & Crafts Have
to Offer You? Siegfried R. Weng, Director, Day-
ton Art Institute

The Place of Your Industrial Rec-
reation Program in Preparation
for Retirement John Ernst, Director of Recreation,
National Cash Register Company

The Leisure Time Opportunities
in Your Public Recreation Pro-
gram Dan Wagner, Director, Dayton
Division of Recreation

What the Schools & Universities
Offer You Now Clare Sharkey, Retired Principal,
Parker Vocational High School

Useful Community Activity for
You Through Volunteer Service. . Mrs. Frederic Harwood, Vice Presi-
dent, Volunteer Service Bureau

A questionnaire prepared and later analyzed and interpreted by the Welfare Council's research secretary was issued at the end of the last session in order to evaluate the Institute. It produced some interesting findings. Attendance at the meetings was better than expected. We found that the matter of preparing for the later years of life is often a new idea even to older persons themselves, but it is never too late nor too soon to begin. The majority of those attending learned of the Institute through the medium of the newspaper, although individual mailing lists, industrial magazines, radio, television, announcements to special groups were other media used. Approximately 145 different persons attended the meetings and a total of 320 attended all four sessions.

In answer to the question of which topics were found most helpful, the number of checks for each topic was divided by the number of responders who actually attended the session which included the topic, to get the percentage of actual choices as against possible choices.

The topics are listed below in order of preference.

1. Where There's A Will
2. The Need to Prepare for Retirement
3. Nutrition Aspects of Health
4. What the Schools and Universities Offer
5. Physical Health and the Later Years
6. What the Arts and Crafts Have to Offer
6. Useful Community Activity for You Through Volunteer Service
7. Old Age and Survivors' Insurance
8. Insurance and Retirement Plans
9. The Fear of Old Age (Film)
9. The Place of Your Industrial Recreation Program
9. Leisure Time Opportunities in Your Public Recreation Program
10. What Is a Trust Estate and Why Should I Have One?
11. Psychological Aspects of Being Older.

The listing below resulted from asking what topics should be included in any future meetings and is in order of preference:

1. Employment Opportunities for Older People
2. Hobby Show
3. Building a Philosophy Toward Aging
4. Living with Relatives
5. Religion
6. Housing
7. Have Older People Relate Experiences.

There was practically unanimous expression of approval of the Institute and that it was worth while and helpful to those attending.

Another significant finding was that an increasing number of older people are taking courses at schools and universities "just for something to do". Others hope to learn some useful hobby or activity. In the past year or two many colleges and universities have added extension and evening classes in problems of advanced years and what to do about them. Out of the fourteen topics covered in the Institute, the subject "What the Schools and Universities Offer You Now" ranked fourth. This perhaps can be a useful cue to those who are in a position to plan curricula for extension and evening classes.

What form further community interest and stimulation will take in Dayton this coming year cannot be predicted at this time. There is evidence of an aroused interest in the subject of the problems of aging.

The international situation, the highest employment peak in our history, and the tendency to keep older workers on the job because of our semi-wartime economy tend to make everyone forget personal and social needs. In 1860 there were an estimated 860,000 people over the age of 65 in the United States. In 1945 there were 9,920,000. Today there are about 12,000,000. By 1970 there will be an estimated 16,000,000 persons over 65 years of age. The problem is increasing, not diminishing. There will be vast health, housing, economic and social problems represented by our aging population. We must begin doing something about them now. As valuable as we think our Institute in Dayton was, it was but a whisper in the wind as far as voicing the problems and solutions are concerned. But it was a beginning.

Pre-Professional or General Curricula

SIMEON E. LELAND

THE PROBLEM for consideration in this paper is what kind of education produces the best professional men. It is not the question of what kind of education is best. Whether there is any difference between the two questions may well be doubted, but this is no more than a personal opinion. And it must be added that much that is said on both topics falls logically in the realm of opinion. We cannot be too dogmatic about what is said, nor buttress all of our opinions with objective evidence. Please remember this in what follows.

Generally advancing knowledge has characterized all education. The complications of our life and times have added to what professional men must know, as well as to what high school and college graduates must know. This process of extending knowledge will continue so long as man is mentally alert. The question is—where shall the time devoted to education be spent? Shall it be devoted to securing a broader cultural foundation, or shall it be spent in extending the sphere of specialized knowledge?

A clue to the answer to these questions may lie in the nature of the professions themselves. In the main, the professions are fields within which the knowledge of other areas is applied. Business as a profession, for example, is in large part the application of fundamental economics to the processes of trade or the tasks of earning a living. The practice of law is a combination of applied ethics, jurisprudence, logic, sociology, economics, science, psychology and other knowledge as the practice of specialists ranges between torts, property transfers, divorce actions, income tax settlements, admiralty cases or patent litigation. Medicine as a profession is based largely upon applications of biology, or zoology, bacteriology, biochemistry or even family case work. Some little (and usually the amount is small) of economics and ethics is also involved. Dentistry involves applications of many of these subjects plus elementary metallurgy and competence in the handicraft arts. Even competency in blacksmithing may be an advantage, for I remember as a boy being told that the most successful dentist in one of the neighboring large cities gained his early experience as a

village smith in our small town. Theology, which was one of the early professions, has now come to be based quite as much on psychology, philosophy and sociology as on the Bible and homiletics. Teaching requires knowledge of the subjects taught instead of mere pedagogy. Journalism, too, requires far more than proficiency with word, pen or print. The more the professional man knows about the fundamental science or field of knowledge he is to apply, and the fields cognate thereto, the better will be his service to his patients, his clients or his pupils—the better, too, will be his service to the society in which he lives.

But the professional man is both a person and a member of society. As a person he needs the cultivation of his own tastes, if for no other reason than to enjoy the leisure success will bring in ways pleasing to himself and not revolting to his fellows. He needs to develop a sense of cultural values to add to his own enjoyments, to enable him to contribute to the satisfactions of others and to fit him into an appropriate place among his friends and neighbors.

As a member of society he must be familiar with its institutions and their functions not only to enable him to use them but so that he may more fully enjoy or profit from their services. Some of these institutions control the conduct of the individual as well as limit his freedom. Each member of society, the professional man along with the rest of us, must know what he can do, what he can not do, what he can earn, how much he can spend and on what. He must know the rules of his political, economic and social system; he must know how the rules can be changed. He should know whether change is desirable. The individual should know, moreover, what his part in our system happens to be, what are his opportunities as well as his obligations. If he is to be an educated man, he must know how these things came about, how other peoples and different societies deal with similar problems, and he should have a clear understanding of what is on the agenda awaiting future consideration.

Which is better for the individual or the professional man—that he learn of the backgrounds of our culture and the foundations of our civilization, including its sciences, of course, or that he be turned out on the world as an immature specialist lacking age, experience, wisdom and culture, but with excellent knowledge of the latent developments in his trade but so young in looks that only relatively few are willing to trust him? Often, too, this specialist acquires age and

appearance by being apprenticed after education to other professional men keen on earning a living. A broader educational foundation might well be better than such apprenticeships.

What kind of professional preparation is best?

It is my belief that a broad general education typical of the requirements of liberal arts colleges is best both for the professional man and for the society of which he is a valued member. These requirements include work in the sciences, in the humanities and in the social sciences with provision for specialization in the student's field of special interest. In this undergraduate specialization or major, the student can get the pre-professional preparation he needs without sacrificing the rest of his education. It is to be remembered that professional school entrance requirements are *recommendations* for *minimum* training, nothing more. They are not educational ideals even of the professional school entrance requirements. The medical schools, for example, do not want to admit students who know nothing but science. They suggest a minimum of science for entrance and advise the student to take more work in the humanities and the social sciences. One of the difficulties is that students do not believe this, and many advisers act as though it were not true. I believe the medical schools really mean what they say, and we should act upon their declarations in good faith. As a matter of fact, what the medical schools want most of all is able men well educated, able to speak and write precise English; they want men and women who feel at home wherever they go; they want persons possessing aptitudes in science, psychology and economics as a bare minimum, but above all they want brainy people who show signs of being able to practice the art of medicine.

It is interesting to talk to physicians about the defects in their own education and about their pre-professional training. Some will emphasize the need for more work in foreign languages, others will specify shortages in English, psychology, economics and a wide range of subjects in the liberal arts curriculum. Similarly an enumeration of the subjects of greatest utility will range from comparative zoology to others little connected with medicine but components of a liberal education. The medical schools may be surer of the verities in their prerequisites than the rest of us. The diversity of entrance requirements is indicative both of uncertainty and a willingness to experiment. Only the practitioners, such as physicians and chemists, are the

ones who know just what should be taught, how much and how. Their organizations have warped many college degree requirements.

Some of the other professions are not as specific as medicine in indicating pre-professional preparation. Law, for example, generally advises broad training in social science. Business indicates similar backgrounds but with more science, mathematics and economics in the undergraduate program.

Professional education should be graduate education. If the professions are to be characterized as learned, they must deserve and earn the application. Objections to this high standard are voiced in terms of cost and time. Regardless of costs to the individual, society cannot afford any other standard. Where a lower standard prevails, gains to the individual mean added costs to the social group. Eleven out of seventeen medical deans told the Harvard Board of Tutors in a recent questionnaire that they regarded a bachelor's degree as an essential prerequisite to a medical education. Not a few universities have made law and business essentially graduate studies. The trend of all professional education, perhaps haltingly and too slowly, is in this direction.

If professional education is to be in the nature of graduate work, what then is to be the nature of post-graduate professional education? This work will fall largely in the areas of fundamental science or in the basic disciplines whose knowledge the professions apply. The progress in medicine, for example, has been primarily in the fundamental areas in zoology, biochemistry, genetics and so on, rather than in surgery, internal medicine and similar skills—as important as have been the advances in these techniques. Research has been based upon fundamental science and not upon the applications. These are essentially areas developed from the broad liberal cultures traditional in the American college. Professional graduate work can thus be best done on such a foundation. It differs little from training for the Ph.D. degree.

The negative side of the problem concerns those students who are refused entrance to professional schools. This group provides the liberal arts college with one of its most serious problems. In medicine, 24,000 students last year competed for the 6,000 available places in the medical schools throughout the nation. Three-fourths of those who applied were rejected. This left the colleges with 18,000 disappointed youths who seldom met, or at least had great difficulty in meeting de-

gree requirements in time to permit graduation with their classes.

A large fraction of these students had planned their studies solely with a view of gaining admission to medical school, and when they were refused admission, the rest of their education became largely a makeshift, dictated by opportunisms. If the requirement of a college degree for admission to a medical school could be adopted, and if the requirement could be left general, but with aptitudes and the essential science courses taken for granted, many of these casualties could be avoided. Students could plan their education on a broad enough base so that they would not be left stranded educationally if they were denied admission to medical school. To be sure, students are now advised to plan their careers with such possibilities clearly in mind, but it is often difficult to get them to act upon sound recommendations until it is too late.

If professional schools were more largely graduate institutions, three distinct gains can be envisaged. First, professional men would be better educated than now. Second, the levels of professional competence can and would be increased. And finally, with a broader foundation and a more truly liberal cultural background than now prevails, a less predatory class of professional men would serve society. Desirable as all these gains may be, all of this may be merely the wishful thinking of one academic dean!

Changes in Curriculum Preference Made by Basic College Students

ROSS W. MATTESON

COLLEGE counselors and other personnel workers are well aware of the non-permanent nature of students' vocational and curricular choices. Whether a high degree of stability in initial choice of curriculum should be our goal is itself open to question. Certainly training programs for some of the professions demand relatively early and definite selection; but there exists some doubt as to whether it is wise to encourage early selection of a major and thereby, in effect, discourage the election of exploratory courses. May it not be more in line with generally accepted objectives of higher education, particularly of general education, to permit, or even encourage, a student to explore several curricula and finally select the one which experience and counseling show to be most in line with his present interests, abilities, and opportunities?

As students gain new experiences in new areas of learning it seems only reasonable to expect that unforeseen educational and vocational avenues are going to be opened for them and it is possible that a too definite decision to embark upon a rigid curriculum early in college will later be regretted. Perhaps, in some cases at least, the choice of a vocational goal should be delayed until interest patterns have become more crystallized and until a maturity level has been reached that will insure a decision based upon objective consideration of as many as possible of the pertinent factors.

One of the specific purposes of the Michigan State College program for basic education involves the provision of means for students to explore different areas and to make justified changes from one field of study to another based on the counseling and testing services available. Ease of initiating and executing changes of preference, both within schools and from one school to another, is emphasized. A student considering a change of major which on the basis of counseling appears justified is thus not forced to continue working in an area of incompatibility. Indiscriminate shifting about is of course discouraged and students are urged and aided toward finding themselves soon enough to avoid undue loss of time or credit. Only in the case of a

few iron-clad technical curricula such as engineering is a loss of time or credit a problem and even then it is a small price to pay for a more certain and satisfactory vocational decision.

In keeping with the above point of view and also to provide means for easy change of preference a "No Preference" category at Michigan State College accommodates the increasingly large number of beginning college students who either are not yet eligible or are not yet ready to declare a specific major preference. These No Preference students, comprising over one-fifth of the total Basic College enrollment, do not represent the bottom of the distribution in either measured ability or college achievement. Obviously some weak individuals enter college as No Preference students, but each year more and more of the better equipped and better prepared students can be observed in the No Preference classification. As these young men and women progress through two years of Basic College they continue to work with their counselors in exploration of various alternatives and they may select a field of major emphasis at any time. The core of basic subjects provides a common background and facilitates transferring from one major department to another, both by orienting the student to various disciplines and by assuring the acceptability of a large portion of his work in any curriculum which he may select.

As an attempt to evaluate the preference changes effected in the college Counseling Center, a three-phase investigation has been undertaken. Phase I of the study presents the total picture as to the nature of preference changes. Phase II deals specifically with the No Preference category mentioned above, and Phase III is concerned with a comparison of groups of students making different types of preference changes while in Basic College.

Nature of Preference Changes. The first of the three phases of the Preference Change Study—that involving an over-all consideration of the nature of these changes—was undertaken to help clarify the picture as to just what changes were being made and why they were being authorized. Specifically, it was considered appropriate to begin the attempted evaluation by inquiring into such fundamental problems as the following:

- (1) How numerous were changes in curriculum preference during students' first two years in college?
- (2) What was the extent of counseling accompanying these preference changes?

(3) How suitable were these choices considered to be by the counselors authorizing the changes?

(4) Was there any noticeable trend from term to term?

(5) From what and to what curricula were the most changes made?

(6) What characterized the most common preference change patterns?

(7) How were "extent of counseling" and "goodness of choice" associated?

Procedure. All Basic College changes of major preference (excepting those entirely within the School of Science and Arts) at Michigan State College originate with the student's counselor. Data with respect to such changes were secured from duplicate authorization slips in the Counseling Center. These records were coded to indicate the extent of the counseling which had preceded the change as well as the counselor's judgment as to aptness of the choice made.

As preference changes were made in the Counseling Center over a period of nearly two years, data concerning the changes were collected on work sheets and tabulated for further analysis. In this period over four thousand such changes were initiated. Changes involving only departments within the School of Science and Arts are so routine as not to be matters of careful record and are not included in this figure or in this study. Lacking data on these it is not possible to indicate the exact percentage of students who change preference during the two years. However, it is known that about 50 per cent of the graduating seniors have changed preference at least once and it is clear that well over 50 per cent of the students change at least once during their freshman and sophomore years.

Analysis of Data. Summarized data related to the first three questions posed above are included in Table I.

It would appear from Table I that the majority of preference changes initiated by counselors had been authorized without benefit of extensive counseling. Any consideration of these figures, however, should take cognizance of at least three circumstances. First, the coding key employed carried the implied suggestion that changes of major made without the aid of test batteries and extensive interviewing be considered as having been made "without counseling." Yet no change was made without the student's having talked with his counselor. Second, over half of those changes coded as of degree "1" were carried out during the rush of registration time and in some

cases were confirmed by counseling subsequent to registration. Third, counseling as reported here involves only counseling provided in the Counseling Center and does not include that which may have been given by faculty advisers or other faculty members.

Also, in this connection, the role of deficiencies should be mentioned. All entering students indicating preference for a major field of study but lacking certain high school prerequisites, such as the necessary mathematics for engineering, are enrolled as No Preference students until such time as the deficiencies shall have been removed.

TABLE I
"EXTENT OF COUNSELING" AND "GOODNESS OF CHOICE"
IN CONNECTION WITH PREFERENCE CHANGES

	Number	Percent
Degree of extensiveness of counseling		
(1) First (least extensive degree)	2859	67
(2) Second	781	18
(3) Third (most extensive degree)	623	15
Total	4263	100
Goodness of Choice		
(a) Good choice	1063	25
(b) Questionable choice (some doubt)	517	12
(c) Poor choice	20	—
(d) Lack of sufficient evidence	2663	63
Total	4263	100

Selection of a major for these people will therefore not necessarily involve counseling but will frequently be the automatic result of removal of deficiencies. It thus appears that counselors' expressions relative to the degree of extensiveness of the counseling which accompanied preference changes were as a whole rather conservative judgments.

The above table shows also that in many cases there appeared to be a lack of sufficient evidence for making a judgment as to aptness of the choices involved. The same factors mentioned in the preceding paragraph may well apply here. It will be noted that only a negligible number of changes judged as "poor choices" were permitted to go through. These reflect in part the permissive attitude of the counselors as well as the feeling that the student may learn best through the experience. Later phases of the total study will investigate the relation-

ship between counselor judgment as to goodness of choice and evidence of student achievement in the new curriculum.

The nature of those of the above preference changes made during registration has been mentioned. When the data are broken down by terms, another trend becomes noticeable, *viz.*, the preponderance of "good choices" made "with counseling" in each of the spring quarters. Perhaps it would not be going beyond the data to suggest that by the end of a college year more students may have had extensive contacts with counselors and have had more time to consider intelligent courses of action.

Tabulations of numbers of changes made by terms from each and to each of the various curriculum preferences were analyzed and condensed into Table II. Here are shown the five most popular "from"

TABLE II
CURRICULA INVOLVED IN MOST CHANGES OF PREFERENCE

Curriculum "From"	No.	Curriculum "To"	No.
No Preference	1667	No Preference	1008
Business Administration	555	Business Administration	870
Engineering	365	Education	424
Home Economics	269	Social Science	351
Agriculture	236	Agriculture	326

changes and the five most popular "to" changes over the period considered. In either case, those curricula listed entered into over two-thirds of the total number of changes made. Again, it should be pointed out in interpreting this table that no changes entirely within the School of Science and Arts are reported here. The role of the No Preference category is emphasized in Table II and will be further investigated in later phases of the total study.

Closely allied to the data of Table II is the problem of considering the most common change combinations, taking into account both curriculum "from" and curriculum "to." The seven most popular changes for which coded data were available, together with the extent of counseling involved, are shown in Table III.

Table IV presents, similarly, these seven change combinations according to counselor judgments as to goodness of the choices made.

An examination of Tables III and IV reveals, again, the frequency with which the No Preference category occurs. Six of the seven most popular change combinations represent shifts either from or to No Preference. These tables should be interpreted with the same cautions

TABLE III
COUNSELING INVOLVED IN SEVEN MOST COMMON
PREFERENCE CHANGES

Change	(1) Least Extensive Counseling	(2) Second Degree	(3) Most Ext. Counseling	Total
No Preference to Business Ad.	145 (49%)	83 (28%)	68 (23%)	296
No Preference to Education	160 (65%)	45 (18%)	41 (17%)	246
No Preference to Social Science	83 (45%)	44 (24%)	58 (31%)	185
Business Ad. to No Preference	121 (81%)	17 (12%)	11 (7%)	149
Engineering to No Preference	78 (68%)	18 (16%)	19 (16%)	115
Home Economics to Education	50 (69%)	17 (24%)	5 (7%)	72
Agriculture to No Preference	33 (65%)	11 (21%)	7 (14%)	51

mentioned in connection with Table I. The comparative percentages among the seven patterns listed suggest that somewhat more counseling entered into changes *out of* No Preference than was involved in changes *into* No Preference. It has been observed that this latter type of change is frequently authorized either as an emergency measure or as an intermediate stage pending further counseling. Similarly, changes *into* No Preference frequently were based on insufficient evidence to enable counselors to make classification as to goodness of the choices involved. Very few changes considered as "poor choices" were allowed to go through. The "good choices" appear more frequently to have involved a move out of No Preference to an approved major preference.

Analysis of the data going into Tables III and IV, by time of making the changes, indicated again that a majority of the changes made with relatively little counseling and lacking sufficient evidence

TABLE IV
"GOODNESS OF CHOICE" IN SEVEN MOST COMMON
PREFERENCE CHANGES

Change	Good Choice	Questionable (Some Doubt)	Poor Choice	Lack of Sufficient Evidence
No Preference to Business Ad.	113 (38%)	53 (18%)		130 (44%)
No Preference to Education	78 (32%)	21 (9%)	1	146 (59%)
No Preference to Social Sci.	68 (37%)	31 (17%)	3 (1%)	83 (45%)
Business Ad. to No Preference	25 (17%)	3 (2%)		121 (81%)
Engineering to No Preference	31 (27%)	10 (9%)		74 (64%)
Home Economics to Education	19 (26%)	7 (10%)	2 (3%)	44 (61%)
Agriculture to No Preference	13 (25%)	5 (10%)		33 (65%)

for classification occurred during registration periods. It is altogether possible that a change authorized at these times may have followed or preceded counseling not brought out at the time and hence not coded on the duplicate change slips.

As an indication of the degree and direction of association existing between extent of counseling and judged goodness of choice, chi-square was computed and a contingency coefficient was determined according to the formula

$$C = \sqrt{\frac{\chi^2}{N + \chi^2}}$$

Data to which this technique was applied are collected in Table V. Approximate expected frequencies for each cell are in parentheses. The code numbers (1, 2, and 3) for degree of extensiveness of counseling and the code letters, (a, b, c, and d) for judged goodness of choice carry the same meanings as indicated in Table I. To eliminate the biasing effect of changes made during periods of registration, without benefit of immediate counseling, only changes authorized during the course of a term were included in this computation and the coefficient obtained ($C = .52$) should be interpreted in this light. For the data available there appears to be a positive relationship in the direction of "goodness" of choices being associated with the extent to which these changes had been based on counseling.

Summary. Findings in this preliminary Phase I of the Preference Study may be summarized as follows:

- (1) Changes of preference authorized at registration periods in-

TABLE V
CONTINGENCY TABLE

	(a)	(b)	(c)	(d)	
(1)	133 (328)	154 (161)	9 (6)	334 (135)	630
(2)	401 (404)	277 (198)	7 (8)	91 (166)	776
(3)	524 (325)	86 (159)	4 (6)	9 (133)	623
	1058	517	20	434	2029

volved less counseling and were considered less often as "good choices" than were changes effected during the course of a regular term.

(2) A large percentage of all preference changes made in Basic College were changes out of or into the No Preference category.

(3) More extensive counseling appears to have entered into changes *out of* No Preference to a major field than was involved in any other change combinations. Similarly, these changes were more often considered to be "good" choices.

(4) Judgment as to goodness of choice appears to have been associated positively with extent of counseling involved in the change.

Such issues as the stability of curriculum choices and their relationship to students' academic success remain to be considered in subsequent phases of the total Preference Change Study.

The Prediction of Scholastic Success in the Graduate College of the State University of Iowa

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PART I

Introduction

THE RAPID increase in the number of students enrolling in the graduate colleges of the United States during the past few years has presented administrators and faculties on this educational level with many of the same problems faced earlier by secondary schools and colleges. Prior to World War II, problems of admission, allocation of funds for scholarships and fellowships, and evaluation of scholastic success were very much in the foreground of the thinking of those responsible for graduate education. Since the close of the war, these problems have become even more pressing. The time has come, therefore, for making thorough, systematic studies of the measurement and prediction of scholastic success on the graduate level.

In the admission of students and awarding of scholarships and fellowships the most common practice is to rely on undergraduate transcripts and letters of recommendation. In a few instances these procedures are supplemented with personal interviews or objective examinations. The validity and reliability of these indices have for the most part not been carefully investigated on the graduate level. Some institutions require for admission only that the applicant have completed the requirements for graduation at an accredited college. Scholarships are quite typically awarded on the basis of undergraduate records and recommendations of faculty members. Other institutions with selective admission requirements specify that an applicant to be admitted must not only have been graduated from college but that he must have reached a certain quality level of performance. In any case it is necessary to know how good present standards of admission are and how they can be improved. It is a well-known fact that there is great variability in the quality of undergraduate preparation. Many students have credits in sufficient numbers to earn a degree and some

may even have achieved at relatively high quality levels but still be inadequately prepared for graduate work.

The evaluation of scholastic performance in graduate work has generally been accomplished by grades in courses, comprehensive written examinations and oral examinations. Descriptive studies of grades assigned in graduate courses have shown that the range of grades is usually less than on the undergraduate level. Indeed, instances have been reported where nearly all students have been awarded A's or B's—in institutions employing the typical five-letter grading system. Perhaps this is as it should be, but if the graduate college is to be true to its tradition of research it should investigate the quality of its criterion measures and thus be in a position to defend or modify its procedures.

Under the stimulus of the Graduate Record Examination Office the faculty and administration of the Graduate College of the State University of Iowa became interested in making systematic studies of some of these problems. A few isolated studies had been made previously, but after the Graduate Record Examination was administered in the fall of 1940 it was decided to launch a systematic program of personnel research on the graduate level, beginning with the problem of measuring and predicting scholastic success.

A few limited studies were made during 1940, 1941, and 1942 and were reported to the faculty. During 1942, the junior author, while a graduate student, became interested in the problem and selected it for his doctor's dissertation.¹ The present paper is based in large part on this dissertation and the personal experience of the writers in dealing with personnel problems on the graduate level.

The studies reported here are of two types. The first, referred to as the "General Study" provides data on the measurement and prediction of scholastic success in the graduate college as a whole. A major part of this "General Study" is the analysis of the significance of personal history data items in predicting scholastic success. Personnel research on the undergraduate level and in business organizations has shown that some of these items can be quite useful as predictive indices. The second type of study, referred to as the "Departmental Studies", deals with the prediction of success within individual departments.

¹ Peterson, Stuart C. *The Measurement and Prediction of Scholastic Achievement on the Graduate Level*, December, 1943, 82 pp. (Dissertation published by the Graduate Record Examination Office. Out of print.)

Systematic differences in the background of students from department to department make the latter type of study necessary. For example, it would hardly be possible to use the physics test of the Graduate Record Examination as a predictor of scholastic success in the graduate college as a whole, since the poorest students in the physics department would very likely score higher in physics than the best student in English. This, of necessity, would lower the correlation between relative standing in the test and rank in scholarship, making the correlation meaningless. The departmental studies described here were made in the Departments of Chemistry, English, Mathematics, and Psychology of the State University of Iowa.

PART II

The General Study

The purpose of the general study was to determine the effectiveness of certain predictive indices in predicting scholastic success in the State University of Iowa Graduate College as a whole. All cases of students taking the Graduate Record Examination (hereafter referred to as GRE) in 1940 and 1941 for which the data on both the undergraduate record and GRE test scores were complete were included in the study. None of the students had more than 15 hours of graduate work and the large majority had completed no graduate work whatever at the time they took the GRE tests. For the "General Study" 411 cases were available, comprising 59 per cent of all graduate students beginning graduate work (excluding summer terms) in the university in the year 1940-41. The precaution of using only those cases for which the data were complete was taken in order to make possible comparisons between all the variables studied. A check of those cases which were not included showed that there was no statistically significant difference between the graduate success of this group and the group included in the study.

The criterion of scholastic success employed was the graduate grade point average (hereafter referred to as GPA) in all work completed up to the time this study was undertaken. Except for the relatively small number of Ph.D. candidates, this meant that GPA's were based on two or three semesters of work. At the State University of Iowa the grading system is the same (A, B, C, D, E) on the graduate and undergraduate levels. In computing grade point averages the letter grades were assigned the following weights: A = 4, B = 3, C = 2,

D = 1, E = 0. The grade in each course was multiplied by the semester hours of credit, all grade points added and this weighted sum then divided by the total number of semester hours earned to obtain the GPA used in the study. It is of interest that for first year students the average GPA is 2.80, a little below a B average. For seniors in the College of Liberal Arts of the State University of Iowa the average GPA is about 2.65, indicating that first year graduate students are graded slightly higher than college seniors. In view of the selection which takes place between graduation from college and enrollment in the graduate college this rise in GPA does not seem to be out of proportion.

Undergraduate Success and GRE Test Scores as Predictors of Graduate Scholastic Success. In the prediction of scholastic success (GPA) for graduate students generally it was found that three indices seemed to have about the same predictive value. These are the undergraduate grade point average, hereafter referred to as General GPA, the undergraduate major grade point average, hereafter referred to as Major GPA and the GRE Advanced Test Score. In computing undergraduate grade point averages all grades were converted to the five letter A, B, C, D, E, system used at Iowa and averages computed as described above. This insured a reasonable degree of uniformity in the treatment of the undergraduate records. The magnitude of the relationship between the predictive indices and graduate GPA was determined by computing the necessary coefficients of correlation.² The obtained correlations are presented in Table I.

TABLE I
COEFFICIENTS OF CORRELATION SHOWING RELATIONSHIPS
BETWEEN PREDICTIVE INDICES AND GRADUATE GPA

General Study
N = 411

Predictive Index	r
General GPA	.51
Major GPA	.48
GRE Average	.38
GRE Advanced	.50
GRE Mathematics	.17
GRE Verbal	.42

² The coefficient of correlation is a measure of the degree of relationship between two variables. It is an index number varying from zero to 1.00 for positive relationship and zero to -1.00 for negative relationships. If there is no relation-

As shown in Table I, there is practically no difference in the predictive power of the General GPA, Major GPA and GRE advanced Examination. The latter in the short space of one hour and forty-five minutes provides a predictive index which is as good as the entire transcript of the undergraduate record. The low correlation between GRE Mathematics and graduate GPA is not difficult to understand. Since the test is quite difficult the students in mathematics and the physical sciences had a definite advantage because of their background. Even though they may have been mediocre students in terms of graduate GPA, they still scored high in the test—higher than good students in other departments who were weak in mathematical background. The test was included in the study because it was felt that it might provide a measure of the "quantitative thinking factor" in much the same way that the American Council on Education Psychological Examination does. Apparently the test is too much a knowledge test to function in this capacity.

In prediction studies it is often found that a combination of factors will predict with greater accuracy than do single indices. As shown in Table II prediction in this study was found to be considerably more accurate when the General GPA and GRE Advanced test scores were used together as a basis for prediction. The highest multiple correlation value³ obtained for paired indices was found with this (General GPA and GRE Advanced Examination) combination.

Other pairs of predictive variables having almost the same predictive value as the combination of General GPA and GRE Advanced Examination test scores are the General GPA and GRE Verbal, Major

ship between variables, the coefficient will not differ significantly from zero; if ranks in one variable correspond perfectly to those in another variable the value of the coefficient will be 1.00; if the relationship is inverse, that is, highness in one variable associated with lowness in the other, the coefficient will be negative.

Whether a coefficient is high or low must be determined by the size of coefficients usually found for the type of data with which one is working. In studies involving the prediction of scholastic success coefficients of .40 to .70 are usually found. Coefficients of .65 and above are considered high for prediction studies in secondary schools and colleges.

³The coefficient of multiple correlation (designated R) is the correlation between one variable and a combination of two or more variables. For example, if it were desired to determine the relationship between success in chemistry (designated X_0) and a combination of intelligence test score (X_1) and mathematics test score (X_2) the multiple correlation coefficient designated ($R_{0.12}$) would provide the information. The magnitude of R varies from zero to 1.00. In college prediction studies R 's of .50 to .80 are usually found.

TABLE II
 MULTIPLE CORRELATION COEFFICIENTS SHOWING RELATION-
 SHIP BETWEEN GRADUATE GPA WITH VARIOUS COM-
 BINATIONS OF PREDICTIVE VARIABLES
General Study

Variables	R
G.12	.52
G.13	.56
G.14	.61
G.15	.52
G.16	.58
G.23	.54
G.24	.59
G.25	.49
G.26	.57
G.34	.50
G.35	.41
G.36	.43
G.45	.50
G.46	.54
G.56	.43
G.134	.61
G.136	.58
G.146	.62
G.234	.59
G.236	.61
G.246	.61
G.1246	.63
G.12456	.65
G.123456	.65

G=Graduate GPA
 1=General GPA
 2=Major GPA
 3=GRE Average
 4=GRE Advanced
 5=GRE Mathematics
 6=GRE Verbal

GPA and GRE Advanced and Major GPA and GRE Verbal. The highest multiple correlation coefficient, .65, was obtained by combining all six predictive indices; however, this is only .04 higher than that obtained for the best pair of indices.

The evidence from these studies indicates that for the prediction of the graduate GPA for graduate students generally, either the General or Major GPA combined with either the GRE Verbal or Advanced scores will give the best "two measure" predictive index. These combinations give higher values than can be obtained for

any single index and compare favorably with similar coefficients obtained on the undergraduate level. Furthermore, these results agree in large part with other studies of this problem, especially with unpublished studies at Yale and Harvard in which it was found that one of the GPA's paired with certain GRE scores gave the best predictive values.

The Relationship Between Age and Graduate Success. On the undergraduate level it has generally been found that there is a negative relationship between age and scholastic success; i.e., younger students make higher grades than older students. Because of this finding it was decided that a study of the relationship between age and graduate success should be undertaken as a part of the General Study. The age distribution of the 411 students included in the study is presented in Table III.

TABLE III
AGE DISTRIBUTION OF GRADUATE STUDENTS IN
THE GENERAL STUDY

Age	N	Percentage
19-21	112	27
22-24	191	47
25-29	76	18
30-44	32	8
Total	411	100

The age intervals 19-21 and 22-24 were chosen because the typical age for graduation from college is 22. The intervals 25-29 and 30-44 were chosen for the sake of convenience. It is evident from Table III that the large majority of graduate students in the State University of Iowa are persons in their early twenties. If students enrolled in summer sessions had been included, the picture would probably be changed considerably.

Data on the performance of the graduate students in undergraduate work, graduate work and the Graduate Record Examination are given in Table IV. It is evident that the youngest students not only made the best grades but also did best in the Graduate Record Examination. Each of the differences was tested by appropriate statistical means and in the paragraphs that follow reference will be made to these statistical tests of the significance of differences.

No statistically significant differences were found between the

TABLE IV
MEAN GRADE POINT AVERAGES AND GRE SCORES FOR VARIOUS
AGE GROUPS INCLUDED IN THE GENERAL STUDY

Age Group	N	General G.P.A.	Major G.P.A.	Grad. G.P.A.	GRE Math	GRE Verbal	GRE Average	GRE Advanced
19-21	112	3.01	3.22	3.10	449	438	446	403
22-24	191	2.89	3.10	2.94	437	415	433	383
25-29	76	2.87	3.14	2.99	397	418	424	350
30-44	32	2.93	3.07	2.86	377	407	406	327

groups in terms of General GPA. This probably reflects the fact that all of these students with the exception of the 19-21 group probably completed their undergraduate work at approximately the same age and are of about equal scholastic ability.

In terms of Graduate GPA, the data indicate that there is no statistically significant difference between these age groups. One difference, that between the youngest age group (19-21) and the next older age group (22-24), approaches statistical significance. The difference between the youngest and the oldest age group (30-44) is also rather large. It is probable that the older students are those who had the longer time intervals between the completion of their undergraduate work and the beginning of their graduate programs. If this is true, it may be that these older students came to the graduate college with somewhat less available factual knowledge than the younger students. This difference would probably handicap the older students in the earlier part of their graduate work in such a way as to depress their grades at that time. The small obtained difference may reflect this early disadvantage. But, if the older students do have this handicap early in their graduate work, apparently they are able to overcome it quite effectively, as indicated by the lack of any statistically significant differences in the Graduate GPA.

For the GRE Mathematics scores there are statistically significant differences between the youngest and the two oldest age groups, but not between the youngest and the next older group. For the GRE Verbal scores there are no statistically significant differences but again the youngest group scores the highest. The mathematics and verbal tests were administered to graduate students of all departments in the University, many of whom have had little occasion to use mathematics regularly, whereas all students do have constant practice in the verbal factor. Therefore, these data probably reflect the fact that one

loses considerable facility or becomes "rusty" in a subject for which one has little use or little opportunity for practice, while one loses little in a function which is constantly practiced.

The GRE Average and Advanced scores show statistically significant differences and definite trends. For each there is a trend toward a lower score with increasing age. For the GRE Average the difference between the means for the youngest (19-21) and the second older group (25-29) approaches statistical significance, and that between the youngest and the oldest age group (30-44) is statistically significant. For the GRE Advanced, the differences between the youngest (19-21) and the two oldest age groups (25-29 and 30-44) are also statistically significant. The data seem to indicate that the older student probably forgets many specific facts. This tends to depress his scores on tests of academic or learned materials but the apparent loss in the amount of his original aptitude for scholarship is not statistically significant.

Relation between Change-in-Field-of-Interest from Undergraduate to Graduate College and Scholastic Success. A significant percentage of students change their field of interest in going from undergraduate to graduate work. Change-in-field-of-interest for the purpose of this study was determined by comparing the undergraduate major with the graduate field of concentration. Change-in-field-of-interest was defined as a change to an unrelated field in which the training and knowledge obtained in the study of the undergraduate major would be of little direct help in the graduate field of concentration. Typical of such changes are those from chemistry to English or political science to psychology. Of the 411 students in the study 71 were found to have made a definite change in their field of interest. Their performance in undergraduate and graduate work and scores in the GRE are shown in Table V.

All obtained differences are in favor of the group not making a change in their field of concentration. The difference between the means for the General GPA approaches statistical significance and the difference for the Major GPA is statistically significant, but the difference between the means for the Graduate GPA, while positive, does not approach statistical significance. Only one of the GRE mean score differences (that for Mathematics) approaches statistical significance, while all others are probably due to chance fluctuations.

These data may indicate that the student who makes a change in

TABLE V
MEAN GRADE POINT AVERAGES AND GRE SCORES FOR GROUPS
CHANGING AND NOT CHANGING FIELD OF INTEREST
BETWEEN UNDERGRADUATE AND GRADUATE STUDY

Status	N	General GPA	Major GPA	Graduate GPA	GRE Math	GRE Verbal	GRE Average	GRE Advanced
No change	340	2.97	3.21	3.00	435	422	436	380
Change	71	2.74	2.84	2.92	397	415	423	364

the field of his interest upon entering graduate college does so under the stimulus of newly aroused interests. These new interests may have been acquired in some study other than his undergraduate major. This newly aroused interest would probably be a strong motivating force contributing to his success in the new field. These data may also indicate that the undergraduate major of these students may have been unwisely chosen, perhaps because its requirements could be easily met, because the student was not fully informed of the possibilities in different fields, or because he just didn't know what he wanted to study. Probably in most cases the real interests of the student were not discovered until it was too late to change his major, and so he continued in the field because it was the easiest thing to do. An examination of the individual transcripts of those changing their field supports this interpretation, for, in many cases where a change in field was made, the student had taken more undergraduate work in his graduate field of interest than would be expected if he had had no particular interest in that field.

It is apparent from these data that the student who changes his field of interest is in general not quite as good as the one who continues with his undergraduate major but the margin of his inferiority is small. Simply because a student has changed his field of interest is not sufficient in itself to mark him as a poor graduate risk.

Relation between Graduate Success and Time Interval Separating Completion of Undergraduate Work and Beginning of Graduate Work. The time interval separating completion of undergraduate work and the beginning of graduate work is frequently regarded as a factor influencing graduate success. The belief exists among many students and faculty members that absence from an academic environment constitutes a disadvantage, at least during the early part of graduate work. This factor is to a large extent associated with age

but is not perfectly correlated with it. Some students delay entering undergraduate college but do not interrupt their education between undergraduate and graduate work.

In this study the date of receiving the undergraduate degree was taken as the time of completion of undergraduate work and the date of first registration for graduate work as the time when such work was begun. The interval from spring to fall was considered a "zero" interval. The statistics concerning time interval between undergraduate and graduate work are presented in Table VI. It is clear from these data that a large majority of graduate students come directly from college without interrupting their studies.

TABLE VI
LENGTH OF TIME INTERVAL BETWEEN COMPLETION OF UNDER-
GRADUATE AND BEGINNING OF GRADUATE WORK FOR
A SAMPLE OF GRADUATE STUDENTS

Time Interval (years)	Number	Percentage
0	271	66
1	50	12
2-3	46	11
4-5	16	4
6-9	19	5
10-21	9	2
Total	411	100

The graduate and undergraduate grade point averages and performance in the Graduate Record Examination of the different interval groups are shown in Table VII. The most striking fact about these data is that there are no consistent or progressive differences between the various interval groups. There is a tendency for the zero interval group to be slightly superior in the GRE scores but in graduate work all groups seem to fare about equally well. As far as this sample of graduate students is concerned, delay in entering graduate college was no handicap as measured by grades earned in courses. Simply because a graduate student has been out of school for a number of years does not mean that his success as a graduate student will thereby be affected. If he has ability and is interested in graduate work he can soon overcome the temporary handicap occasioned by the fact that he has forgotten some of what he learned as an undergraduate.

TABLE VII
MEAN GRADE POINT AVERAGES AND MEAN GRE SCORES
FOR THE DIFFERENT INTERVAL GROUPS

Time Interval	N	General GPA	Major GPA	Graduate GPA	GRE Math	GRE Verbal	GRE Average	GRE Advanced
0	271	2.97	3.20	3.00	441	421	438	392
1	50	2.88	3.03	2.95	426	414	427	359
2-3	46	2.88	3.00	3.01	416	445	433	360
4-5	16	3.02	3.26	2.97	390	393	418	315
6-9	19	2.54	2.82	2.85	337	418	403	320
10-21	9	3.00	3.24	2.95	401	417	417	342

Relationship between Graduate Success and Type of Undergraduate College Attended. It is a well known fact that there are differences among educational institutions as well as among individuals. Some colleges have excellent facilities and teaching equipment while others have only the minimum necessary to offer the courses required for earning a bachelor's degree. Since graduate work assumes a certain background of undergraduate preparation, it would appear that the quality of that work should be related to graduate success, other things being equal.

In this study, institutions were classified into types as determined by membership in various accrediting agencies. The types are defined as follows: Type I consists of educational institutions which are members of the Association of American Universities; Type II consists of the institutions on the "approved" list of the Association of American Universities; Type III consists of colleges not on the approved list of the Association of American Universities but approved by one of the regional accrediting associations; type IV consists of schools not accredited by any regional accrediting association. In addition to classification by type, institutions were also classified into Iowa and non-Iowa groups as determined by geographical location. The numbers of students coming from different types of undergraduate colleges are given in Table VIII.

The data in Table VIII show that 75 per cent of the graduate students in this study were graduates of institutions which are either members of the Association of American Universities or are on the Approved list. Only 3 per cent are from institutions not accredited by any regional accrediting agency. In terms of the geographical location of the undergraduate colleges from which they were graduated, 64 percent of the students are non-Iowans.

TABLE VIII
NUMBERS OF STUDENTS COMING FROM DIFFERENT TYPES OF
UNDERGRADUATE COLLEGES CLASSIFIED AS IOWA
AND NON-IOWA INSTITUTIONS

Type	Iowa	Non-Iowa	Total
I	91	29	120
II	32	147	179
III	19	79	98
IV	6	8	14

The quality of undergraduate work and performance in the Graduate Record Examination for students graduating from the different types of colleges are shown in Table IX. No consistent or systematic trends appear as to quality of undergraduate work, graduate success or performance in the GRE. It is of interest to note, however, that students graduating from Type II institutions are generally superior. That they should do better than the students coming from Type I colleges may seem a bit surprising. In interpreting this fact it should be remembered that 91 of the 120 students in this group did their undergraduate work at the University of Iowa. Analysis of the performance of the Iowa and non-Iowa students comprising this group showed the non-Iowa students to be definitely superior. This offers a clue as to how the difference in performance of the students graduating from Type II colleges should be explained. Since these students did their undergraduate work where a graduate college was located, some who would otherwise not have gone on to do graduate work did so because of the proximity factor. Whereas students from Type II colleges went on to graduate college only if their grades were of high quality, the Iowa students being on the same campus with a graduate

TABLE IX
MEAN GRADE POINT AVERAGES AND MEAN GRE SCORES FOR
STUDENTS GRADUATED FROM DIFFERENT TYPES
OF UNDERGRADUATE COLLEGES

College Type	N	General GPA	Major GPA	Graduate GPA	GRE Math	GRE Verbal	GRE Average	GRE Advanced
I	120	2.78	2.94	3.01	405	423	426	381
II	179	2.98	3.23	3.04	452	449	451	399
III	98	2.39	3.23	2.87	418	377	418	342
IV	14	3.02	3.14	2.86	401	354	379	308

college gave slightly less attention to the quality of their work when making plans to continue their studies.

It should not be concluded from Table IX that students coming from non-accredited colleges necessarily make graduate students equal in quality to those coming from accredited institutions. Only a very few students from non-accredited colleges ever attend a graduate college. If the success in graduate college of the average Type II college graduate were compared with the performance of the average Type IV graduate, the difference would, no doubt, be more pronounced than indicated by the data in Table IX. It is shown, however, that there is some good graduate material in non-accredited colleges, and if these students can be identified, there seems little reason to bar them from doing graduate work.

The Relationship between Graduate Success and Sex. On the undergraduate level it has generally been found that women are better in general scholarship than men and that they are about equal in measures of academic aptitude. In special fields like mathematics and physical science men excel women in scholarship, while in literature and the social sciences the reverse is true. Since these differences have been found on the undergraduate level, it was of interest to study the factor in a population of graduate students. The findings for the sample of graduate students included in this study are presented in Table X.

TABLE X
MEANS OF GRADE POINT AVERAGES AND GRE SCORES
FOR MEN AND WOMEN GRADUATE STUDENTS

Sex	N	General GPA	Major GPA	Graduate GPA	GRE Math	GRE Verbal	GRE Average	GRE Advanced
Men	241	2.91	3.12	2.96	464	421	448	397
Women	170	2.96	3.17	3.02	378	422	413	348

In general, the data are in agreement with those found on the undergraduate level. The differences in grade point averages are small but favor the women. The GRE scores show the opposite picture except in the case of the verbal factor. The differences in GRE mathematics, GRE Average and GRE Advanced are statistically significant. Apparently women graduate students do not perform as well as men in objective tests measuring the general outcomes of a liberal education

but fare as well or a little better than men in graduate scholarship as measured by course grades.

SUMMARY

The data in this part show that the undergraduate grade point average, the major grade point average and the GRE Advanced examination constitute effective predictive indices of success in the graduate college as a whole. The combination of undergraduate grade point average and GRE Advanced examination constitutes the best prediction "team" of two variables. The addition of more indices to this "team" increases the efficiency of prediction by only a very small amount. The GRE Verbal Test, corresponding rather closely to scholastic aptitude tests often used on the undergraduate level, also does a fairly effective job of predicting scholastic success in the graduate college.

The findings concerning the relationship between various personal history data items and graduate success confirm those generally found on the undergraduate level. The best students, on the average, are those who are the youngest, who have made no change in field of interest, who came directly from undergraduate college to graduate college and who graduated from a Type II College. But one should hasten to add that in individual cases these average findings may not apply. *Some* of the good students were in the older groups, delayed their entrance to graduate college, changed their field of interest and did *not* graduate from a Type II College. For this reason, care should be exercised in applying the findings of this part to practical problems of admission and guidance of students. Each case should be decided on its own particular merits.

[EDITOR'S NOTE: The second part of this paper, which is concerned with the prediction of scholastic success in particular departments, will appear in a forthcoming issue of COLLEGE AND UNIVERSITY.]

A Motivation Technique for Aiding Freshmen in Academic Difficulty

EMIL LEFFLER

THE INCREASED enrollments common to all colleges since the end of the war have intensified the need for improving the effectiveness of our guidance and counseling services. That colleges and universities have been cognizant of the problem has been amply demonstrated by the increased attention which has been paid to the average campus citizen. While much of this emphasis has been felt in the non-academic areas, the related issues pertinent to the instructional program have likewise been definitely considered. Certainly the professional literature reflects this trend. Furthermore, the increased amount of time being devoted to conferences and workshops lends added evidence of the obvious desire to meet the varied needs of the student. It should be added that even though present college enrollments are likely to shrink as a result of the current trend toward a greatly strengthened program of national preparedness, nevertheless, the need for adequate student guidance will still be evident.

This study deals with only one aspect of the total problem. What are we to do with the freshman student who finds himself in academic difficulty? Obviously, it is not a new problem. It has, however, become intensified as the increasing student population has taxed our existing resources. Fortunately this perplexing question common to all institutions of higher learning, has not been neglected. Some excellent studies have been made examining into the varied aspects of the total problem seeking to understand the fundamental factors and to apply the proper remedial measures. The increased emphasis on the psychotherapeutic approach seems to open new avenues which give much promise of usefulness in areas not too well handled heretofore. The suggestions inherent in this paper refer to the less technical aspects where the average counsellor is certain to feel more sure of his ground.

To highlight more clearly the techniques being considered, perhaps it might be useful to suggest situations in which it ought not to be applied. Much has been written concerning the poorly developed study habits which so many students acquire during their secondary

school days. In most such cases it takes more than a fear of academic failure to offset this handicap. Here is a condition in which mere advice or scolding cannot be expected to accomplish wonders. In other instances there is the handicap of inadequate preparation for college work. This implies more than mere deficiency in subject matter areas. Many a student has labored under the delusion that little or no home preparation will suffice to carry him through to a gentleman's "C." Often the difficulty is found to be augmented by the student's being enrolled in a curriculum for which he has no personal interest or native ability. Many an overly ambitious parent or friend has unwittingly contributed to the failure of a student at this point. Even our G.I.'s have not escaped. The advice given at the separation centers during the hasty demobilization of the armed forces was not always the best. For example, good digital and manipulative skills were not infrequently confused with high potential engineering ability. Officer rating was often assumed to predicate managerial and business success, with a business administration curriculum indicated. We are coming to understand the health factors better too. Where an acute illness has necessitated a prolonged absence from the classroom the remedial steps have not been hard to find. More difficult to diagnose and interpret have been those debilitating chronic conditions which reduce a student's efficiency enough to bring about a deterioration in class accomplishments. Auditory and visual deficiencies need to be carefully checked as possible causes for academic failure. In all such cases, the first remedial steps are usually quite obvious. The present plan would be secondary in any event.

In dealing with the failing freshman, all of the accepted modern techniques must be used. A careful examination into the predisposing factors frequently suggests the direction of the needed remedy. In this probing a fine rapport between the counsellor and the counselee is a *sine qua non* for an effectual diagnosis. In applying the indicated remedial help some definite motivation is almost always essential for the maximum in results. The suggested technique is just that—a primary aid in motivation. Possibly one of its merits may be said to be the appeal which it makes to that sense of fair play to which youth readily responds. It is not a panacea, neither will it overcome any handicaps which inadequate preparation or a basic deficiency in native ability may impose. It does help to bring the student to the place where he will feel that he is being afforded a new chance, a fresh

opportunity, to adjust himself to his problem. In this sense it seems acceptable both academically and psychologically.

At Albion College, reports on each freshman are required at the end of the first five weeks of classwork. Written reports are filed by the members of the instructional staff for all students doing "D" (just passing) or "E" (failing) work. These reports also include statements by the instructors as to their evaluation of the reasons for the students' poor work. These reports are then channeled through the Deans' offices, permitting early contacts with the students concerned. Likewise, interviews are possible through the students' counsellors as well. These interviews seek to be as helpful as possible in terms of student orientation, using all the information which was accumulated in the process of accepting the students, in addition to all reports on the students since their enrollment.

A second check on all students is made possible by the mid-semester grades, which are filed soon after the completion of the half-way mark in the semester. At this time, the Deans again interview all students in serious academic difficulty. In the meantime, a faculty-administrative committee (Scholarship Committee), which meets weekly, has been dealing with all especially difficult cases of student failure. However, it is usually found that there are several students who at the mid-semester point ought to drop one subject in order to enable them to salvage out the term. These cases are over and above what is normally done to adjust student loads for other reasons. This privilege, for that is what it must be, is reserved for special cases where no other remedial step seems warranted.

The plan itself is very simple in principle and in operation. When a student is permitted to drop a subject under the plan, a grade of "S" is entered against the registration. This may be interpreted to mean "grade suspended." This is the core of the plan. The student's grades in the remaining courses, as indicated by the mid-semester reports, are averaged arithmetically. When the final grades are available at the end of the semester they are likewise averaged. If the student has succeeded in improving his over-all average, then the original registration in the course for which a grade of "S" was entered at the mid-semester period, is cancelled out. On the other hand, if the student has not improved his standing, then the "S" becomes an "E" on the final record. The core of the plan, then, is to provide a direct incentive

for a student to improve his average and to make a satisfactory adjustment to his total problem.

Since the subject dropped with an "S" represented the area in which the student was having his greatest difficulty the plan permits of removing the major hazard in his academic program. It follows that the student stands to gain by the cancellation of the registration since he would receive negative quality points should the grade become an "E." The student's failure to maintain a satisfactory improvement would offset the potential value of the "S." The matter is now entirely in the student's own hands. Since the student knows that the usual provisions for withdrawing from registrations with the grades of "WP," "WF," or "E," have been by-passed, there is usually a special sense of appreciation for the privilege.

It would seem appropriate to emphasize the fact that the plan appeals to all concerned especially on the level of its fairness. Not only does it permit of a reduced load, but that under circumstances which can occasion no reasonable basis for objection. It is done only after all other steps have been ruled out; it is limited to freshmen; it does not remove the penalty for failure to improve; it permits a student to take a fresh hold on his problem under circumstances which in turn are favorable. Time and again, faculty, students, and parents have expressed their satisfaction that justice and mercy have met. Students especially have emphasized their faith in the belief that this second chance to get matters in hand has afforded them a certain new sense of security and confidence.

The important question is, of course, how has the plan worked? It has been used with satisfaction for sixteen years. A recent statistical check covering the past eleven years is offered herewith: During that time, 158 cases of its use are on record. These were divided between 109 men and 49 women. Over that time the larger part of the college population was men save for two of the war years. Even when the difference in actual matriculants is taken into consideration, the proportion of men involved is higher than of women. This represents grade distribution differences and is not an evidence of discrimination. Men and women have enjoyed equal advantages under the plan as far as its administration is concerned.

Of the 109 men, 63 were able to better their averages. The significant factor is that most of these men were able to continue on and to

complete their college work satisfactorily. Since the students involved represented especially difficult cases, the results are most gratifying. It is equally significant that of those who did not improve within the semester in question, the majority dropped out of college and did not complete their degree programs.

Of the 49 women involved, 38 made a satisfactory recovery, which was a higher percentage than for the men. Here again the recovery led, in most instances, to graduation. The prognostic value for the women seems to be somewhat higher than for the men. Whether there are other factors such as a greater selectivity among entering women students than would hold true for the men over the entire period is a possibility. There is the factor that the women's all-college average is consistently higher than that for the men. Just how this ought to be interpreted is an interesting question in itself.

The conclusion that the plan has merit and that it has some predictive value seems justifiable to those who have been closely identified with the plan in its operation over the years. The plan, in modified form, has been experimented with in other institutions as well. What is claimed for the plan is that it does furnish a degree of motivation for the freshmen who enjoy its advantages. The limited use to which it has been put has perhaps helped to keep at a minimum any inherent disadvantages.

Editorial Comment

Financial Discrimination? A Rejoinder

THE January, 1950, issue of COLLEGE AND UNIVERSITY carried a lead article in its Editorial Comment section headed "Financial Discrimination?" which alluded to a presumed financial discrimination against junior college students by colleges suggesting or requiring the Intermediate Tests for College Students of applicants for transfer. Financial discrimination is so contrary to the intention of the sponsors of the Intermediate Tests that it seems in order to present their point of view on various questions raised by the author, S. A. N.

The main point of the article is summed up in these words:

"However much adjustment may be made, there is considerable probability that the establishment of the Intermediate Tests will make slightly less accessible to impecunious applicants a number of colleges in which they might do satisfactory work. At a time when educators are pondering ways and means to make education fully available to all those who can profit by it, an additional ten-dollar testing fee for transfer may serve to restrict advantageous geographical as well as academic distribution of college students."

A popular college guide estimates that a student's typical annual expenses range from \$1,100 to \$1,600 at those institutions requiring the Intermediate Tests. Completion of the program of study at one of these institutions would involve an expenditure of from \$2,200 to at least \$3,200. A \$10 fee to insure a more accurate judgment of a student's potentiality for successful completion of a \$2,200 to \$3,200 program is a small sum indeed. It can properly be thought of as insurance against the fruitless expenditure of an amount that would be ruinous to an impecunious student. Moreover, the additional evidence of potentiality furnished by test scores increases the likelihood that an applicant of unusual promise will be awarded a scholarship, without which most financially handicapped students could not hope to complete four years of college.

S. A. N. states elsewhere:

"There is, moreover, good reason to doubt whether any test that can be devised will tell the accepting college any more about its applicants than it can learn from its standard psychological tests together with the two-year record in the junior college."

It is entirely possible that certain institutions (though probably not all) can, through their own orientation or entrance examinations, together with an applicant's previous grade-point average in college, arrive at virtually as good a prediction of probable scholastic achievement as could be obtained by use of the Intermediate Tests in combination with grade-point average in previous college work. The Intermediate Tests program, however, by bringing the Tests to the applicant provides a system especially advantageous to those applicants who do not wish or cannot afford to travel to the one or more four-year institutions to which they are applying. In this way the Tests are furthering the advantageous geographical distribution of college students rather than restricting it as S. A. N. indicated in the portion of his article quoted first above.

A third point made by the author in his January editorial is:

"Colleges that require the Intermediate Tests in addition to the entrance tests of the CEEB will handicap junior college students who simply do not have ten dollars to spare. If those colleges will drop requirement of the entrance tests for those who take the Intermediate Tests, they will iron out some inequalities in opportunity."

In the above statement there appears to be a misconception with regard to the use of the Tests. None of the institutions requiring or advising the Intermediate Tests of transfer applicants are at the same time requiring these same applicants to take the College Entrance Examination Board testing program which was designed for high school seniors. In order to meet the needs of certain institutions, four of the regular College Board reading tests in foreign languages were offered on an optional basis at no extra fee to Intermediate Test candidates who took these Tests on the announced national administration date, May 13, 1950.

The Intermediate Tests were proposed and developed as a means of facilitating the transfer of students from one college to another, from a lower division to an upper division or from a pre-professional program to a professional program. This program takes the Tests to the transfer applicant and provides him and the colleges of his choice objective information regarding his scholastic ability and preparation. For the able and qualified student the Intermediate Tests create opportunity for admission and for scholarship consideration which often would not otherwise exist.

A. PEMBERTON JOHNSON
Educational Testing Service

The AACRAO Dues

At the Atlanta convention in 1946, the AACRAO voted to increase its annual dues from five dollars to ten. In line with this decision, the new by-laws adopted last April in San Francisco fixed the institutional membership fee at ten dollars with five dollars for each additional membership from a member institution.

No one will be surprised to learn that even the income provided by the new scale of dues is inadequate to support the Association's activities in these days of steadily rising prices. The Executive Committee has given much careful thought to the problem of what recommendation to present to the Houston convention. Unless more money is made available, the Association faces the prospect of dipping into its none-too-plentiful reserves, or curtailing its activities and services, or (more likely) both.

For example: nearly half of the annual budget is allotted to COLLEGE AND UNIVERSITY. Because of rising printing costs our publishers have been obliged to require a new contract which provides about a 15 per cent increase. In the absence of funds with which to increase the budget, this will necessitate reducing the size of future numbers. The last four volumes have averaged about 160 pages, or five signatures, per issue; forthcoming numbers will probably have to be held to four signatures, or 128 pages.

Increases in hotel charges, and new charges levied for accommodations (such as meeting-rooms) formerly provided free, have greatly increased convention costs. For everything it buys, the Association, like all the rest of us, has to pay much more than it used to. Funds simply don't reach as far.

No one wants to raise the dues, and certainly no one wants to force any members out of the Association, or increase the difficulty of enrolling new members. The increase in dues in 1946 was not reflected in lowered membership totals, and it is hoped that a further increase will be possible without driving any members away or causing hardship to educational institutions, few of which have any excess funds at their disposal.

Associations comparable to our own have scales of dues much higher than ours. A brief survey of membership fees in other associations shows that scarcely any are as low as \$15.00, and they range all the way up to \$250 per year. It can be added without hesitation that in most instances the services rendered are no more extensive than those being performed by our organization.

As indicated in its progress report, page 294 herein, Mr. McWhinnie's Committee on Evaluation, as well as the Executive Committee, has given the problem serious thought. At this writing it appears that the Executive Committee will recommend at the Houston convention a flat increase to \$15 for each original membership, additional memberships from member institutions to remain at \$5. How long this will suffice, in the face of rising costs and growing demands upon the services of the Association, remains to be seen. It may become necessary to recommend a further increase at some future date. But the membership may rest assured that this will be done only after full and careful consideration by the responsible committees, and after full consultation with the members at large.

Index to the JOURNAL

Ever since it began as the annual *Proceedings*, COLLEGE AND UNIVERSITY has been a magazine primarily for Registrars and Admissions Officers, and in its pages has been published an immense amount of serviceable information for them. Because no topical index has ever been compiled, much of this information has been hard to refer to: the Editor is constantly receiving letters from colleagues who want to know where they can find material on this topic or that. It has become increasingly evident that a good topical index was urgently needed.

Mr. Robert E. Mahn, Registrar of Ohio University at Athens, volunteered to compile an index to meet this need, and has turned out a job so scholarly and so workmanlike that we shall take great pride in presenting it to you. The Executive Committee of the AACRAO considered the index so valuable as to warrant publication in the most usable form possible, and accordingly voted to issue it as a supplement to COLLEGE AND UNIVERSITY rather than as part of a regular number, even though such a plan will entail drawing upon the Association's reserves. The Topical Index will therefore reach you as a separate publication, enclosed with the issue for April. Additional copies will be printed for sale to libraries and others interested.

Mr. Mahn has also offered to compile the volume indexes issued annually in July, so that henceforth they will appear in the same form and under the same headings as the original index. All of us are deeply in his debt for the painstaking labor he has performed and will continue to perform in our behalf.

Book Reviews

S. A. N.

Neville, K. P. R., Editor, *Yearbook of Canadian Universities*, The National Conference of Canadian Universities, 1950. Pp. 148.

Mr. Neville and his board have done an excellent piece of work in presenting the essential information on Canadian universities clearly and briefly. For Canadians the Yearbook must be indispensable; and for all in the United States who are engaged in any kind of educational transfer work it is of great value. Here one can find out without any trouble most of what one needs to know about any institution of higher learning in Canada from which a student might wish to transfer, and also such information as will be of value to any one who intends to transfer to Canada.

There is also a section in which are listed the various departments and curricula as they are represented in Canadian universities. Here may be found information as to where a student may take agriculture, music, medicine, or various other specialized studies.

In the section on graduate studies and research there is a bright and refreshing frankness that should serve as a model to compilers of catalogues elsewhere, but probably will not. The material in the section is not for a foreigner to comment on but the presentation deserves gratulation!

It is likewise gratifying to see that in his Foreword Dr. Neville has shown the humor and charm we know so well, in a place usually reserved for the most sententious utterance.

Presumably a copy of the Yearbook may be had by addressing Dr. Neville at The University of Western Ontario, London, Ontario.

Erickson, Clifford E., *The Counseling Interview*, New York: Prentice-Hall, Inc., 1950. Pp. 174.

The Counseling Interview is designed to help counselors, teachers, administrators, and personnel officers in business and industry in their interviewing techniques. With the recent expansion of counseling services in all areas, the book is well-timed and should provide valuable help in one of the most basic of all counseling techniques.

As the title indicates, this book is primarily concerned with those interviews in which one person has the responsibility of helping another person who has "needs, problems, blocks, or frustrations he wants to attempt to change or satisfy." In general, the emphasis seems to be on that type of counseling which is known as "non-directive." Non-directive counseling assumes that the counselee has the power to solve his own problems with sufficient help and that the counselor is one who earnestly and intelligently encourages his counselee's wish for "self-directiveness."

The Counseling Interview contains many fine and workable suggestions for interviewing. As a matter of fact, the suggestions form an almost step-by-step description of what to do at each stage of the interview. It is likely that the book suffers from too much listing. The four case studies to which interviewing techniques and general counseling considerations may be applied form, for this reader, the most valuable chapter. Particularly helpful too are the chapters which deal with the nature of problems and the evaluation of the interview. Administrators engaged in developing a guidance program in schools will find the discussion on the organization of a counseling program extremely helpful.

MARGARET HABEIN
Dean of Women
University of Kansas

Strozier, Robert M., et al., *Housing of Students*, Washington: American Council on Education, 1950. Pp. iv + 68.

Housing of Students, one of the American Council on Education Studies, is an admirable and greatly needed discussion of problems related to the housing of students: problems ranging all the way from student government to architecture; from residence hall staffing to the responsibility of administrators to fraternities and privately owned commercial residences. As a summary of the basic issues involved in housing students, this book is invaluable and represents some of the best thinking yet done on the subject. It is invaluable too as a guide to the solution of some of the vexing problems in this important area of student personnel work. It is true that for people working directly in student personnel, the material is obvious enough to seem trite. But the fact that housing is still one of the more neglected areas on most campuses points eloquently to the fact that the book needed to be written, that it needs to be read, and that its philosophy needs to be stated and stated again.

It is, perhaps, the discussion of the dormitory and residence hall as an educational function that will be of greatest interest to the general reader. Every housing unit, say the authors, must serve educational ends, must contribute to the development of those facets of the human personality to which the classroom and laboratory cannot contribute. The residence hall must help students to become socially adult, help to rid them of adolescent ways of thinking, to teach them what responsible, mature living is, to find security, friendship, and the opportunity for full personal development. As such it is an important, a necessary corollary of the classroom and the text book.

Suggestions are made for staffing housing units, for student government, for the administration of dormitories, for their construction and size. Here is an excellent handbook for those directly responsible for

dormitories and an excellent statement of the philosophy of dormitories for everybody.

MARGARET HABEIN
Dean of Women
University of Kansas

Highet, Gilbert, *The Art of Teaching*, New York: Alfred A. Knopf, 1950. Pp. xviii + 291 + Index.

Here is a book that will bring great glee to many readers, and as great distress to others. In the first place, it is written, with the exception of a few quotations, exclusively in English, and remarkably readable English, as those might expect who have read the author's *The Classical Tradition* and his translation of Jaeger's *Paideia*. There is no technical jargon in it anywhere, and there are no charts, plus-and-minus signs, or statistics. There is no reference to Education with a capital E, to methodology, or to such mysteries as psychodynamics or raw scores or intelligence (to be tested). It is the sort of stirring heresy that turns out to be a reverent return to the experience of the Fathers.

Mr. Highet starts right out by saying that the first qualification of a teacher is knowledge of his subject; not merely an ability to keep ahead of the class in the textbook, but a genuine knowledge of the matter, as much as can be acquired in a lifetime of study. No one can understand the rudiments of a subject unless he is master of a great part of it at the highest levels—as our radio commentators show well enough. Besides, young people like to find out about things, and very soon take the measure of a teacher who cannot give any sort of answer to what they regard as reasonable questions.

A teacher must like his subject, too. He may not have much enthusiasm for parts of it, but in general he must want to work with it, and help others to work with it. Otherwise he is a hypocrite, in trying to teach it to others; and young people can catch out a hypocrite fairly quickly. A teacher who does not like his subject is almost as abject a failure as one who does not like young people, and like them for what they are, understanding that they are not like himself. He must like them and know them, the docile and the rebellious, the conventional and the eccentric.

He must know a good deal more, however. It is part of his task to show his subject in relation to others, the life of school or college in relation to the life of the world, the wisdom of the past in relation to the needs of the present. The teacher is one who guides his pupils toward an understanding of their own lives, and of his subject as a part of their lives. If he does not know a great deal beyond his own field, he cannot be a reliable guide. And with it all he must have a good memory, humor, determination, and kindness.

The career of such a teacher is a major undertaking, for which any suggestions should be helpful to most of us, if only because most of us are ignorant and fallible. Mr. Highet suggests that a teacher must plan his work. That is a simple statement, but one that might be taken more to heart, especially when we realize that planning is an unending labor, because if a teacher continues to learn he must alter his notes, his methods, his subject matter itself as he increases in knowledge and wisdom. Last year's lectures won't do.

Lecturing is not to be condemned, either. There are three ways of teaching, and all of them are good: the lecture system, the tutorial system, and the classroom discussion system. Which one may be best depends on the man and his situation, and on his pupils. There are also several ways of examining pupils, and of leading pupils to ready themselves for examination.

In his discussion of examinations, the author makes clear the danger of the multiple-choice, true-false, and other mechanical methods: they lead the pupils who prepare for them to overlook the wholeness of a subject in the effort to acquire factual knowledge of innumerable unrelated little matters. They are easy to give, easy to grade, and demonstrative of ability to memorize; but they do not demonstrate a grasp of a comprehensive whole. To the objection that such tests are the only kind that can be fairly graded, Mr. Highet gives an answer so reasonable, so simple, and so satisfying that it ought to do for good and all. It would not, however, be proper to attempt a summary of it; but it is there for those who will read it.

After brief consideration of such matters as competition, tradition in schools, reviewing, questions, and other details of method, there is a stimulating chapter on great teachers. It is an eloquent presentation of those whose teaching has lived on in human tradition, those who are still alive in our thought and sympathies. In this chapter there is also a consideration of the evil pupils of great teachers, like Alcibiades, Nero, Judas, and of the possible reasons for their conduct, which is like the conduct of some pupils of fine teachers today. This is a contemplation of tragedy, which Mr. Highet treats as tragedy.

Fathers, too, have been teachers of their sons, and may be teachers of their sons. Men and women in all walks of life may be teachers, and for that matter are teachers. For all of us three principles of effective teaching are essential: clarity, patience, and responsibility.

Among the most salutary results of reading *The Art of Teaching* are the realization that we fall far short of what we should be, and the inspiration to try to do something about it. With so genial a guide, we can buck up a bit, and move faster and with more purpose. And even if we don't get very far ourselves, we can at least have exciting company for a while.

Much that Mr. Highet says sounds almost new, because there has been

so much opportunity to forget it. But it is not new. Novelty is not one of the virtues in *The Art of Teaching*—and that, some might say, is what one might expect of a professor of Latin. Novelty, however, is a minor virtue; and is not missed in a book full of major virtues. If the major virtues have been recognized for some time, it is largely because great teachers have been alive, off and on, for some time. Here is a record of what they have found out about their work, and what they have passed on to their successors. Teaching teachers, affably and considerately, Mr. Highet speaks wisdom he has learned from the wisest.

As every good author should, Mr. Highet sets one to thinking about others who have dealt with his subject. The first who comes to mind—and it would be hard to speak more highly of *The Art of Teaching*!—is one who characterized the good teacher more than five centuries ago. It was Chaucer who said of him 'gladly wolde he lerne and glady teche.' The enlightening word is *gladly*.

A.A.C.R.A.O.

Progress Report of the Committee on Evaluation

In April 1950 at San Francisco, the AACRAO Executive Committee established a Committee on Association Evaluation, making a budgetary provision for initiating this assignment. President Kastner appointed Registrars John M. Rhoads of Temple, Ronald B. Thompson of Ohio State, and R. E. McWhinnie of the University of Wyoming as members of this committee.

At the meeting of the Executive Committee of the Association in Chicago early in December, the Committee on Evaluation presented a progress report. This report referred to Committee activities to date and Committee plans for the balance of the 1950-51 year, culminating with the Houston convention.

Two opinion polls have been completed to date. The first was referred essentially to Past Presidents of this Association, the same poll also being directed to Executive Committee members. From this small group twenty replies, supplemented in most cases by a letter of explanation, were received. In summary these replies indicate that the Past Presidents and the present Executive Committee members are of the opinion:

1. That the Association is currently justifying its existence;
2. That the Association can improve its present program;
3. That dues can be increased slightly;
4. That the establishing of a National Headquarters with an Executive Secretary is not desirable (our program can be expanded without the establishment of such headquarters);
5. That it is possible to develop a training and recruitment program for the profession.

The poll of the membership represented essentially an abbreviated duplication of the canvass of the Past Presidents. The double postcard method was used as a matter of economy, both for individual members of AACRAO and the Committee, and as a further means of minimizing expense to the Association. The postcard inquiry as developed by the Committee proved somewhat unsatisfactory because it failed to solicit an alternate dues plan to the two proposals included.

Some 800 postcard replies were received. The replies by a 4-3 margin suggested that dues could be increased without serious loss of membership; by a 3-1 ratio the responses favored a graduated scale. By a 3-2 proportion plan one (a dues system graduated on enrollment) prevailed over the graduated suggestion of \$50, \$35, and \$15. Significant in the first question is the fact that more than 300 members felt that dues could not be increased without serious loss of membership. In attempting to interpret the

preponderance in favor of the graduated scale, the Committee has observed that over 80 per cent of the total membership represents colleges and universities of less than 1,500 enrollment. This considerable percentage outside the "larger institutions" group may have been a factor in this vote. Consideration is also being given to this and to the lack of a third alternative in interpreting the preference for a plan one graduated scale.

After review of the Committee report with the Association officers, working conclusions include:

1. That the establishment of a National Headquarters with an Executive Secretary is not possible at this time.
2. That an annual dues increase proposal on a flat-rate basis whereby all institutions would be asked to pay \$15 be presented at Houston for Convention vote, to be submitted sixty days in advance by the Committee on Constitution and By-Laws.
3. That the postcard questionnaire to the members be followed by a more detailed questionnaire to determine the attitudes of Association members with reference to our annual meetings, the JOURNAL, the policy and program of professional projects, and with regard to a series of general questions including particularly data as to the organizational relationships of admissions-registrars offices in member institutions.
4. That the results of this further inquiry be made the basis of a "soul-searching" panel discussion at the Thursday morning program at Houston in an attempt to summarize and evaluate member viewpoints with reference to AACRAO—its co-operation with individual members, its usefulness to this profession, and its service to higher education.
5. That a series of investigations and studies be launched under the sponsorship of this Committee or the Committee on Special Projects, the first of which would include:
 - a. the training and recruitment of young men and women for our profession,
 - b. the professional status of the Admissions-Registration office in balanced institutions, and
 - c. the stimulation of member interest in professional literature through COLLEGE AND UNIVERSITY.

In addition to these specific topics, other studies are contemplated as suggested by the results of the forthcoming questionnaire and the Houston panel.

The Committee on Evaluation solicits, encourages, and welcomes suggestions from AACRAO members, either as a supplement to the forthcoming questionnaire which we expect to distribute to you before the JOURNAL carrying this report is issued or by independent letters as mem-

bers may prefer. In order to give each of the three members of the Committee a chance to consider suggestions from members ahead of the next meeting of the Committee, which is scheduled for Houston at the time of the annual convention, it is desirable to provide copies of the same in triplicate. Your Committee is grateful for the co-operative and generous responses which we have had from members and officers of the Association.

Respectfully submitted,
R. E. McWHINNIE, *Chairman*

Reported to Us

A. H. P.

Colleges and Universities

An unlimited cut system for students on the Dean's List at Adelphi College has been unanimously approved by the college faculty.

The library of the University of Akron has available for the use of students copies of past mathematics examinations. It is felt this plan contributes to the elimination of cheating and creates better feeling between faculty and student body.

Alliance College is offering an Area Program on problems affecting Eastern Europe. This program centers on Poland.

American University has inaugurated an accelerated program which permits students to obtain a bachelor's degree in two and one-half calendar years. The student must carry on continuous study in the fall, spring, and summer sessions.

In an effort to help students who have emotional problems, the University of Arkansas has organized a psychological clinic in the campus infirmary.

Ball State Teachers College is offering a course on methods of integrating American Folklore materials into the public school curriculum.

At a conference at Bard College attended by representatives of forty-one colleges and schools, there developed sharp criticism of college guidance programs for failing to meet the social and moral needs of their students. Colleges were urged to pay greater attention to the development of character and good citizenship.

Under a new faculty ruling at Barnard College only freshmen are penalized for non-attendance. The penalty for excessive absence or tardiness involves a reduction of point credits earned toward the degree requirement.

The Program of Latin-American Regional Studies was instituted at Boston University this fall for students who expect to engage in such professional activities as government service, foreign trade, investment, applied science, teaching, and research.

The core of the program focuses on the contemporary structure of society in the twenty republics of Central and South America and inter-relates several of the social sciences and the humanities.

A two-session refresher course on how to study is offered by University College, the downtown center of the University of Chicago. The program includes instruction on "How to Improve Your Reading," "Building a Personal Plan of Study" and "How to Study More Effectively."

American foreign policy will be objectively and systematically analyzed in a new center for the Study of American Foreign Policy at the University of Chicago. A grant from the Lilly Endowment, Inc., an educational trust, has made the center possible.

Concerned over a survey showing that poor student writing stems mainly from laxity and not from ignorance, Colgate University has instituted a functional writing program designed to integrate writing techniques with the courses taken in common by the freshman class.

Drake University, through the Office of Institutional Studies, is conducting special research projects to determine if the courses included in its curriculum are actually reaching their objectives.

Emory Junior College has inaugurated a new four-year curriculum program to co-ordinate all courses in the present Academy and Junior College.

More effective and more lasting education in less time is the major objective of the new Audio-Visual Center at Fenn College, Cleveland.

Florida State University offers the Doctor of Philosophy degree in speech in six major areas: public speaking, discussion and debate; interpretation and drama; speech correction; audiology; speech education; and radio.

Fordham University, in its Institute of Contemporary Russian Studies, offers undergraduate courses in the geography, history, language, literature, philosophy, and political theory of Russia.

The Institute of Languages and Linguistics of the School of Foreign Service, Georgetown University, has twenty-five foreign students under an exchange arrangement. A group of Georgetown students is studying in Austria, Germany, France, Italy, Egypt, India, and Japan.

Harvard University has established Education Fellowships in a three-year experiment in developing leaders for the schools of the country. Under the plan a selected group of educators gathers each year at the University for intensive and extensive study with all the facilities of the institution available for the program.

The Faculty of Arts and Sciences at Harvard has liberalized its language requirement, although the basic requirement for the bachelor's degree was retained.

The joint instruction of students in Harvard College and Radcliffe College has been extended to include certain courses for freshmen.

The new Financial Aid Center of Harvard College is responsible for studying the financial needs of students, and for correlating the heretofore separate financial assistance activities of the college.

The Pre-Engineering Inventory examination, given to freshman classes during the past three years, has provided valuable information to the Admissions Office, Colorado School of Mines.

The School of General Studies of Columbia University has announced a "new departure in admissions policy under which 'mature students' may gain a bachelor's degree without having been awarded a high-school diploma." Under the plan an applicant who did not complete his high school education may take the General Studies Aptitude Examination. If he makes a satisfactory score, he may be permitted to take a specified program of courses as a nonmatriculated student. After one semester, demonstrated competence in these courses will validate his entrance requirements and enable him to be matriculated for degree candidacy. He will be given credit for work done in the basic courses, and he will have no "deficiencies" because he has no high school diploma. The subjects designated for the "validation semester" in general studies are English, history, chemistry or physics, mathematics, and a foreign language.

Compton College, California, is making plans for the construction of a new college campus to be financed by a three million dollar bond issue approved by the voters of Compton District.

Cornell University has established what is believed to be the first professorship in "American Values."

An international U. S. Air Force educational program designated "Operation Bootstrap" has linked the University of Dayton with the Wright-Patterson Air Force Base. U. S. Air Force personnel may enroll in courses leading toward any one of seventeen degrees offered by the

University. The first semester of the senior year "in residence" requirement is waived, but U. S. Air Force personnel will be assigned on "temporary duty" to the University for the last half of the year if all other degree requirements have been satisfied.

The Student-Faculty Council at DePauw University has established a student curriculum committee to consider students' recommendations relative to the university curriculum. The committee will have only advisory functions.

A plan to turn back unused tuition to college men drafted after starting the college term, and to award partial credit for courses begun but not completed before the draft call, has been made effective at Hofstra College.

The School of General Studies of Hunter College offers a wide range of courses in English and English speech for foreign-born persons.

In response to the acute need for elementary teachers, the University of Illinois has established for the first time in its history a curriculum leading to the degree of Bachelor of Science in elementary education.

A course in civilian defense is being offered by the State University of Iowa. The purpose of the course is to determine "what civilians should know about civilian defense against atomic warfare and how it should be taught to them."

The departments of geography, history, modern foreign languages, and political science at the State University of Iowa are participating in a program of foreign studies. The purpose is to familiarize the student with the traits and traditions, the people and language of France, Germany and Austria, Russia, or Spain "to a degree where he may use his skill and knowledge for a practical purpose in the areas which he has studied."

The new degree of "Specialist in Education" awarded by the Department of Education in the graduate school of the University of Kansas is designed primarily for workers in the field who wish to broaden or extend their training and yet do not wish to follow the longer doctor of education or doctor of philosophy patterns. It is awarded upon the completion of at least one year of advanced training beyond the master's degree.

The operation of seven scholarship halls at the University of Kansas has the effect of providing nearly \$85,000 in scholarships. In each hall the men or women live co-operatively, sharing all kitchen and household duties, and costs. A resident hall scholar can save about \$300 a year under

the normal cost of board and room. It is believed that the residence scholarships offer the best method of reducing the high cost of education on a large scale.

A three-year study of Lafayette College shows retarded reading and broken homes are among the main causes for students' failures in college. Other reasons listed for failures include financial factors, inability to work independently of supervision, and lack of experience in using the freedom which is found in college life.

The new curriculum plan at Lake Forest College involves more four-hour courses and almost no two-hour offerings. The major purpose is to eliminate the more specialized courses in the college curriculum.

Lehigh University has increased undergraduate tuition rates this year. This is the third increase in post-war years.

The Board of Trustees of the University of Louisville has voted to admit Negroes. Beginning this year, Negroes will be allowed to register in the graduate and professional schools, and in the whole University in September, 1951. Municipal College, Negro branch of the University, will be closed on June 30, 1951.

The University of Louisville offers a complete program in dental hygiene in its night classes.

Two new undergraduate programs, health administration and sanitary science, leading to the degree, Bachelor of Science in Public Health, are offered by the School of Public Health, University of Michigan.

An engineering program leading to the newly established degree, Bachelor of Industrial Engineering, is available in the Institute of Technology, the University of Minnesota.

The University of Montana has adopted a revised grading system, creating a new grade, "CP," with a value of 1.5 grade points, giving a grade of "D" a value of .5 grade points, and eliminating the -1 grade point penalty for a grade of F. With the adoption of the new plan, letter grades will have the following values: "A," 3 grade points; "B," 2 grade points; "CP," 1.5 grade points; "C," 1 grade point; "D," .5 grade point; and "F," 0 grade points.

Montana State University has reduced tuition for out-of-state students from \$100 to \$50.

Political science students at Mount Holyoke College are combining classwork with actual "campaigning" to observe the workings of the various parties. The students are working with parties of their own choice and doing everything from attending rallies to ringing doorbells and getting acquainted with candidates and party workers.

The faculty of the New School for Social Research, New York, is made up of distinguished retired professors from leading colleges and universities throughout the United States.

The New School is doubling the number of morning and afternoon adult courses as a result of a study showing there is a definite need for additional adult education courses during the daytime hours.

Freshmen at Northwestern University have available a new course, "Introduction to the Sciences of Human Behavior."

During freshman orientation week, Oregon State College administered arithmetic and mathematics placement tests to practically all entering students. Heretofore, mathematics tests were given only to those planning to take mathematics courses.

The Office of Evaluation Services at Pennsylvania College for Women has released a résumé of a survey on exemption examination procedures, and concludes that the principle of exemption examination has to date found only limited acceptance in our institutions of higher learning.

The University of Pittsburgh's Civil Engineering Department offers evening studies leading to the Master of Science degree. A student can complete the program in two years.

For the first time in many years Princeton University students are spending more classroom hours studying the humanities than the social sciences.

Regularly alternating semesters of college teaching with half-year tours of work in industry is proving highly valuable in faculty training in the mechanical engineering department at Rensselaer Polytechnic Institute.

A co-operative program enabling engineering students to obtain a broad general education before concentrating on a chosen special field of science or technology has been effected by Franklin and Marshall College and Rensselaer Polytechnic Institute. Three other centers of liberal arts—Washington and Lee University, Trinity College, and St. Lawrence University—have also instituted similar agreements with Rensselaer.

Rider College will confer the degree Associate in Arts (A.A.) on stu-

dents who complete a two-year course under the Administrative Secretarial curriculum and also on those who complete the Social Secretarial curriculum.

Rutgers University, at New Brunswick, New Jersey, has introduced a special program of study which frees outstanding seniors from two formal courses each semester to undertake research projects and independent study.

An eight-weeks' study tour of points of literary interest in England and important centers in Europe will be sponsored by the College of Saint Teresa during the summer of 1951. The tour will be open to young women who have completed satisfactorily at least one year of work in any approved college.

A ten per cent increase raises tuition at Stanford University to \$660 a year for all undergraduates. More money is available for university grants-in-aid.

Union College has adopted a final examination group system which will do away with final examination conflicts. In the new set-up, all courses offered at the college will be permanently assigned to one of 18 examination groups, which are established to coincide with the 18 three-hour sessions of final examinations. No student, therefore, will be allowed to take more than one course in a single examination group. A system of pre-billing for tuition and fees, under which students receive their bills during the summer and are required to pay before registration, has been put into effect. The new system eliminates considerable confusion in the registration lines, and also, by shortening the time of registration, permits upperclassmen to return to campus later.

Washington and Lee University has added a fifth year of undergraduate study to the curriculum. It is designed for students interested in supplementary education on the undergraduate level and leads to an additional diploma. It is not regarded as graduate work. Students who register for the fifth year will be encouraged to explore new fields of study for which they did not have time during their first four years and to continue research in those fields which appealed to them as undergraduates. The additional studies may also be used to strengthen credentials for admittance to graduate schools.

Wayne University has adopted a plan for the exchange of teachers under which a faculty member who holds a continuing contract and has been employed for at least five years may be assigned for a period not to

exceed one year in another state, a foreign country, or a territory of either, in exchange for the services of a teacher from the same area.

A "Composition Clinic" that will offer its services to faculty members who are distressed at the inability of individual junior and senior students to express themselves intelligibly in their written work has been organized and put in operation by the college of liberal arts department of English at Wayne University. Admission to the clinic is only upon assignment by a faculty member.

Western Reserve University has a new tuition policy which is virtually a "pay-as-you-go" or monthly payment plan. The new policy requires a minimum deposit of twenty-five per cent of tuition at the time of registration. The remaining portion may be divided into one, two, or three installments.

Reports from Associations, Organizations, and Government Departments

According to a survey by the American Association of Colleges for Teacher Education, many colleges and universities, including teachers colleges, are placing all student personnel responsibilities under the head of one person who is responsible directly to the president and is a member of the Administrative Council.

The American Association of Collegiate Registrars and Admissions Officers is co-operating in the visit to the United States of Dr. Jose Faria Goes, Professor of Educational Biology of the University of Brazil, Rio de Janeiro. He will study administrative techniques of American colleges and universities as he visits educational centers throughout the country. Dr. Faria Goes is traveling under a grant in the State Department's exchange program.

Miss Irene M. Davis, Registrar, Johns Hopkins University, has assisted in planning the itinerary of Dr. Faria Goes, and the following will assist her in serving as sponsors: Miss Catherine Rich, Registrar, Catholic University; Mr. John Rhoads, Registrar, Temple University; Professor John Frederic Gange, University of Virginia; Mr. Roy Armstrong, Director of Admissions, University of North Carolina; Mr. James L. Buford, Registrar, Vanderbilt University; Mrs. Florence M. Tappino, Registrar, Tulane University; Mrs. W. B. Thiede, Louisiana State University; and Mr. Elwood Kastner, Registrar, New York University, and President, American Association of Collegiate Registrars and Admission Officers. Dr. Faria Goes also attended the meeting of the Southern Association of Colleges.

The American Council on Education assembled an important conference on Higher Education in the National Service at Washington, D.C.,

October 6-7, in which representatives of higher education from all parts of the country considered the relationships of higher education and Government in the expanding emergency. More than 1,000 were in attendance. Approximately 600 represented specific colleges and universities, 400 being presidents of their institutions. Ninety-one national organizations were represented, including not only all in the field of higher education, but also civic, labor, farm, and veterans organizations that have a vital interest in higher education. There were 140 representatives from twenty-three departments and agencies of the Federal Government. The conference was deliberately called prior to the determination of policies and the formulation of specific programs by the agencies of government in order that colleges and universities might share with government the responsibility for the formulation of policies and the development of programs.

In addition to addresses at two general sessions, specific topics were discussed at ten separate sections, led by panels of expert consultants who represented educational and governmental fields. These panels provided direct exchange of points of view between representatives of higher education and of government.

The general problems discussed in the ten sections which met concurrently were: Military and Other Training Programs; Research; Contractual Relations with Government Agencies; Allocation of Materiel; Manpower Utilization; Policies Relating to Student Admission and Withdrawal; Acceleration; Civil Defense; Continuing Essentials of Higher Education; Education for International Responsibilities.

Findings were summarized and reported to the last general session when reports were unanimously received and the following general resolutions adopted:

In this crisis and turning point in American and world history this conference reaffirms the declaration made at the Conference on Higher Education of 1942.

"We pledge to the President of the United States, Commander in Chief of our Nation, the total strength of our colleges and universities, our faculties, our students, our administrative organizations, and our physical facilities."

To carry forward the application of these principles to the grave problems now facing higher education in America this conference, again called by the American Council on Education, adopts the following declarations:

1. The greatest power of the nation lies in well-educated and well-trained men and women. To increase this power, it is imperative that opportunities for higher education for secondary school graduates of superior ability be substantially increased, irrespective of race, creed or economic status.

We pledge the maintenance of high educational standards.

A properly safe-guarded student deferment policy is in the national interest. Such deferment should employ measures of individual aptitude and capacity and also take cognizance of the continuing educational performance of the individual. It should not be based on courses or curricula leading to specific professions or vocations, except insofar as such specific deferment is now established by law or direc-

tive or shall later be judged to be necessary in the national interest. There is an obligation on the part of deferred students to serve in the armed forces or in other work of national importance on the completion of their education.

2. In order that all available facilities of institutions of higher education may be used to the maximum extent in the service of the nation, we recommend that a detailed survey of such facilities be undertaken as soon as practicable.

It is imperative that any program of priorities and allocations which may be established by the government include educational institutions at a sufficiently high priority level so that they may further effectively render essential services for national defense and public welfare.

3. Basic research in all fields of knowledge should continue unabated.

Universities must, in all probability, undertake an increasing amount of applied research of military interest.

We commend the principles and policies under which the Office of Naval Research have been conducted as exemplifying satisfactory relationships between universities and government agencies.

4. We recommend that colleges and universities assume their full responsibilities as community and educational leaders in the program of civil defense.

5. We pledge the resources of higher education to define and promulgate the principles of American democracy both among our own people and to the other peoples of the world. Furthermore, we welcome the cooperation of Federal agencies in strengthening programs for international responsibilities particularly in the far East.

6. Finally, the conference directs the standing committee of the American Council on Education to continue the study of the topics discussed in those resolutions and in the reports of our special section meetings and urges the Council to participate actively in the continuing process of national planning concerning all aspects of the relationships between higher education and the Federal Government in these days of crisis.

Dr. Elwood C. Kastner, Registrar and Supervisor of Admissions, New York University, and President, American Association of Collegiate Registrars and Admissions Officers, was chairman of the Panel on Policies Relating to Student Admission and Withdrawal.

A survey sponsored by the Commission on Teacher Education of the Association of American Colleges secured information from presidents and deans of 368 liberal arts colleges, as to the qualifications desired in applicants for positions in their education departments. Eighty-eight per cent wanted liberal arts college graduates and fifty-one per cent, holders of the Ph.D. degree. Only four per cent preferred a man with the Doctor of Education degree.

The College Entrance Examination Board held a fiftieth anniversary invitational conference of colleges and secondary schools on October 25, 1950, in New York City. Discussion of the subjects, "American Schools and Colleges, Continuity or Cross-Purposes?" and "The Admissions Process, Barrier or Gate?" was followed by an address by Dr. George F.

Zook, President, American Council on Education on "Creeping Mobilization and College Admissions."

Two Defense Information Bulletins have so far been issued. One, dated October 2, 1950, is on Regulation 1 of the National Production Authority, which establishes controls over the inventories of certain specified materials. Schools and colleges are subject to these controls.

Another of these bulletins, dated October 3, 1950, is on Draft Regulations Affecting College Students. It points out the distinction between postponement and deferment of induction. A draft registrant who is a student may have his induction postponed until the end of the academic year or until he ceases satisfactorily to pursue his course of instruction, whichever is earlier. A student may be considered for deferment if he completed at least one academic year of a full-time course of instruction in an institution of higher education; if he was in the upper half of his class during the last academic year he was enrolled; and if he had arranged prior to August 1, 1950, to enroll in a full-time course of instruction for the academic year ending in the spring of 1951. At the end of this deferment, the registrant must again present to his local board a request for deferment if he desires it and submits such information as the local board requires in support of his request.

The National Teacher Examinations, prepared and administered annually by the Educational Testing Service, will be given at testing centers throughout the United States on February 17, 1951.

The testing session lasts for one day, and a candidate may take the Common Examinations including tests in general culture, mental abilities and basic skills, and professional information, and one or two of the nine Optional Examinations that are designed to demonstrate mastery of subject matter to be taught.

Application forms and a "Bulletin of Information" may be obtained from the National Teacher Examinations, Educational Testing Service, P.O. Box 592, Princeton, New Jersey.

The College Transfer Test, alleged to be an aid to colleges and universities in judging the scholastic promise of transfer applicants, has been announced by Educational Testing Service, Princeton, New Jersey.

The Fulbright Program will provide approximately 300 awards for United States citizens to serve as visiting lecturers or to engage in research in institutions of higher learning abroad during 1951-52.

The awards are ordinarily made for one academic year, and usually include round-trip transportation for the grantee (but not for his de-

pendents), a maintenance stipend including certain allowances for dependents, and a small supplemental allowance for travel and equipment purchasable abroad, if necessary.

The W. K. Kellogg Foundation has undertaken a nation-wide project for improving administration in public school systems, involving grants expected to exceed three million dollars over a five-year period. Under the foundation grants, the University of Chicago, Teachers College at Columbia University, and Harvard University will set up project centers within their schools of education designed to assist school administrators. Three other universities are expected to be added to the national program.

The Council on Medical Education and Hospitals of the American Medical Association and the Executive Council of the Association of American Medical Colleges maintain a list of foreign medical schools.

The National Association of Deans and Registrars in Negro Schools held a meeting at Howard University, November 2-3, which included a workshop for deans and registrars. The chairman was Mr. W. H. Bell, Registrar and Director of Admissions, Texas State University. The consultants were Dr. Elwood Kastner; Mr. William S. Hoffman, Dean, Lycoming College; Mr. John M. Moore, Registrar, Swarthmore College; and Mr. Fred McCuiston, Associate Director, General Education Board.

A continuing National Conference for the Mobilization of Education was organized in Washington, September 9-10. The chairman of the Executive Committee is Willard E. Givens, executive secretary of the National Education Association. Mr. J. L. McCaskill, associate secretary, Department of Higher Education, National Education Association, was named coordinator.

The meeting was concerned with these major questions: What does the Federal Government expect of education at this stage of the current crisis, and what will it expect as the crisis deepens? How can education best help the Government? How can schools and colleges increase their effectiveness to meet the demands of the emergency and at the same time fulfill their abiding obligations to children and youth?

The United States Navy is offering to boys between the ages of 17 and 21 the opportunity to compete for a number of four-year college scholarships which become effective at the start of the 1951-52 school year. These scholarships lead to a baccalaureate degree and a commission as ensign in the Navy or second lieutenant in the Marine Corps.

The National Security Resources Board has designated the Office of Education as the focal point within the Federal Government for consolidating and appraising all available information regarding educational and training needs which will provide assistance to the schools and institutions of higher education in making their maximum contribution to the defense effort.

In order to carry out these responsibilities members have been appointed to deal with designated defense activities. These staff members are the Office of Education channels of communication between (1) Government departments and agencies and (2) educational institutions and individuals concerned with defense problems.

The U. S. Office of Education has estimated that 32,908,000 children and young people will be enrolled in all types of schools and colleges—public, private, and parochial—during the present year. The elementary schools will enroll 23,686,000 pupils, or a million more than last year; secondary-school enrollment is estimated at 6,142,000 pupils; the number of students in institutions of higher education, including public and private colleges and universities, professional schools, normal schools, and junior colleges, will be 2,700,000, or 50,000 fewer than in the previous year.

About 28,000 students from other countries will study in American colleges and universities, and more than 15,000 American students are expected to attend colleges and universities abroad. Under the exchange plan about 200 American teachers will exchange positions with teachers in other countries.

The Office of Education reports that forty-five colleges and universities, twenty-one school systems, and five medical schools are engaged in preparing television programs. A list of seventy-one institutions and school systems was made up from a total of more than 250 that are definitely interested in television or are preparing to produce programs over local television stations this fall.

Eighty-five outstanding graduate students from twenty-four countries have been awarded fellowships for 1950-51 by Rotary International in a project designed to promote international understanding, good will and peace. The one-year fellowship grants, for study in sixty-two universities located in twenty-three countries, range from \$1,800 to \$3,400 each.

The Selective Service Act of 1948 has been amended (Public Law 779, 81st Congress, 2d Session) to provide for deferment of certain prepro-

professional students. The section of the Act as amended, which deals with this matter reads:

"It is the sense of the Congress that the President shall provide for the annual deferment from training and service under this title of numbers of optometry students and premedical, preosteopathic, preveterinary, pre-optometry, and predental students at least equal to the numbers of male optometry, premedical, preosteopathic, preveterinary, preoptometry, and predental students in attendance at colleges and universities in the United States at the present levels, as determined by the Director."

Dr. Raymond Walters, President, University of Cincinnati, in a preliminary statement on enrollments in "School and Society" reports, "that nearly seventy-five per cent of 492 approved colleges and universities show sizeable decreases this year in full-time figures and fifty-eight per cent record considerably smaller freshman classes. This drop continues a downward trend which began last year from the post-war peak and which is due to two causes: a major proportion of the large 1950 graduating classes were veterans, and the freshman classes were small as a result of the low birthrate of the 1930's."

Under the Social Security Act Amendments of 1950, the benefits of the Federal Old-Age and Survivors Insurance program, enjoyed for fifteen years by the employees of business and industry generally, became available to the employees of educational institutions.

It appears that almost all the objections and questions raised by those opposed to the extension of Federal Social Security to educational institutions have been reasonably well met.

Only the old-age and survivors insurance feature of the program is offered to colleges and universities; the unemployment insurance part of the plan does not apply to them.

Existing state and local government retirement plans are safeguarded, since the employees of publicly controlled institutions cannot participate in the Federal plan if they are covered by state or local government programs. Participation by privately controlled institutions, also, is entirely voluntary; and the employees of these institutions have the right, through referendums, to accept or reject the Federal plan, even if the governing boards of the institutions have decided in favor of it. An expression of the desire of at least two-thirds of the employees of an institution to participate is necessary before the Federal program can be put into effect.

The present legislation leaves the way open for both publicly and privately controlled institutions to withdraw from the Federal plan.

The employee contribution at present is $1\frac{1}{2}$ per cent of his salary or wages, levied up to a maximum of \$3,600 a year. Age sixty-five is the

earliest age at which old-age and survivors insurance payments would be made to a retired employee.

Minimum monthly payments are \$20, and maximum family payments are \$150.

Under present legislation any employee 62 years of age or over on January 1, 1951, will receive full benefits upon retirement, if he has been employed a year and a half.

A comprehensive report on "Federal Scholarship and Fellowship Programs and Other Government Aids to Students" has been printed by the United States Government Printing Office.

News Concerning Registrars and Admissions Officers

Bard College has announced the appointment of Richard Mott Gummere, Jr., as Director of Admissions and of Marilyn J. Mullen as Assistant Director of Admissions. Mr. Gummere was a public school teacher in Media, Pennsylvania.

Miss Valerie C. Wickhem, Director of Admissions at the University of Chicago, has been elected Alumni Trustee of Beloit College by the alumni body to serve for three years.

Burton W. Dunfield, formerly secretary-manager, the Cleveland Engineering Society, is now Director of Admissions, Denison University.

Elwin R. Brown, formerly Vice-President and Director, Elmira Association of Commerce, is now Director of Admissions, Elmira College.

Mr. William S. Hoffman has resigned as burgess of State College and has accepted appointment as Academic Dean of Lycoming College. He expects to hold this position until the retirement of President Long some two years hence.

Mr. T. Sherman Stanford has resigned as Director of Admissions at Lycoming College to accept the position of Principal at the Ridgway High School. Mr. Stanford will be remembered as having been in charge of registration at the meeting of our Association at Philadelphia.

Mr. Stanford has been succeeded by Mr. G. Heil Gramley, who came to Lycoming from Mansfield State Teachers College where, for the past three years, he has been director of publicity and publications and instructor in audio-visual education.

Mr. James A. Gannett, Registrar at the University of Maine, and Mrs. Marian Hill Fielder of Orono were married at Latham Heights, New York, on December 25, 1949.

Elmer H. Allen, Assistant Professor of Mathematics, Springfield College, has been appointed Registrar of the Springfield Extension, Northeastern University.

Gladys E. Webber has been named Registrar, Spelman College, to succeed Viola L. Johnson.

Broderick H. Johnson, formerly Director of Publicity and Chairman of the Department of Journalism, Ohio Wesleyan University, Delaware, Ohio, assumed new duties, September 1, as Assistant to the President of Western College for Women, Oxford, Ohio, and Director of Public Relations. In this newly created post Mr. Johnson has general supervision of the offices of admissions, financial promotion, and public relations.

Regional Associations

ARKANSAS REGISTRARS ASSOCIATION

The Arkansas Registrars Association met in annual session on Monday and Tuesday, October 23-24 in Arkadelphia, Ark., with Henderson State Teachers College as host, and with the president, Mr. Baird V. Keister of Arkansas State College presiding. Mr. Fred L. Kerr, Registrar of the University of Arkansas, told in an informal way of the national meeting in San Francisco in July. A round table discussion was led by Miss Matsye Gantt, Registrar of State A. & M. College, Magnolia, Ark.

For the night session, the Registrars were joined by the Deans of Arkansas colleges. A dinner was served in the Commons building at which Mr. C. B. Cooper, Registrar of HSTC acted as Master of Ceremonies. After adjournment to McElhanon Hall, an informative film was presented by the State Department of Education. The talk of the evening was given by Dean S. C. E. Powers of HSTC who gave a report on a recent educational clinic he had attended in Michigan.

In the Tuesday morning program the Registrars and Deans met again in joint session. The first speaker was Mr. Clifford S. Blackburn, director of Teacher Certification of the State Department of Education, who spoke on some current problems pertaining to certification of teachers in Arkansas. Mr. Walter Turner, Dean of Arkansas State College, then introduced Brig. Gen. E. L. Compere, Head of the Selective Service in Arkansas. His opening remarks brought out the fact that it is men, not money, that is needed. He clearly defined the difference between postponement and deferment and gave exact directions for helping those students who are eligible for postponement or deferment.

After lunch in the college cafeteria, the two organizations—Registrars and Deans—met in separate session for a business meeting. The following officers were elected for 1950-51: President, Miss Matsye Gantt, State A. & M. College; Vice-president, Mr. Roger F. Cox, John Brown University; Secretary-treasurer, Miss Frances Crawford, Ouachita. Representatives of seventeen colleges were present.

Respectfully submitted,

FRANCES CRAWFORD, *Secretary-Treasurer*

UPPER MIDWEST ASSOCIATION OF COLLEGIATE REGISTRARS

"The Responsibility of the American College for the Education of the Foreign Student" was a discussion topic at closing day sessions of the Upper Midwest Association of Collegiate Registrars, which met in Winona October 23 and 24. Professor A. N. Christensen of the department of political science at the University of Minnesota advocated an increasing

interchange of students between the United States and foreign countries to combat "a growing insularism in the United States." Peter Mousolite, foreign student adviser at Macalester College, St. Paul, pointed out that "care must be taken not to exploit the foreign student as an exotic representative of his country." This discussion was held at the College of Saint Teresa.

In the opening day sessions at Winona State Teachers College, Malcolm M. Willey, University of Minnesota academic vice-president, told college officials that women must be trained to fill the gaps caused by drafting of men into service. "We've got to begin in this country to think more and more about the ways in which women can be trained and utilized in positions that hitherto they have not occupied at all or negligently so." Mr. Willey warned that "The colleges and universities that enroll women must examine their thinking with respect to the training of women for professional lives and likewise examine their willingness to encourage women to enter professions where they may relieve the shortage that comes about because the men are needed for military service."

MARY ROUSE

KENTUCKY ASSOCIATION OF COLLEGIATE REGISTRARS

The Kentucky Association of Collegiate Registrars met at the University of Kentucky on October 26, 1950 with a luncheon and afternoon meeting. Mr. John Houchens, Registrar of the University of Louisville and President of the Association, presided.

Dr. Lee Sprowles, Registrar of the University of Kentucky, had arranged for an exhibit of the packet of Office Forms prepared by the National Association under the Chairmanship of Leo M. Hauptman, Registrar, Ball State Teachers College. This exhibit was most helpful and instructive.

Mr. J. Foley Snyder, Registrar of Georgetown College and Program Chairman, introduced Dr. R. F. Thomason, Dean of Admissions and Records of the University of Tennessee, who gave the principal speech. Dr. Thomason gave us some highlights of the San Francisco convention. His talk was on Student Counseling. He said that counseling begins with the selection of students and must be followed by educational counseling when the student enrolls. It is the duty of the college counselor to direct the student to a field in which he can succeed. The University of Tennessee has developed a system of counseling in which each student is assigned a counselor at the time of entrance. The counselor has many meetings with his advisees and keeps regular office hours so that his advisees may know when to find him. He emphasized the fact that the Director of Counseling should have some training in guidance and should have a member on his staff with training in this field. He emphasized the importance of using the information gathered by the Registrar's Office.

Miss Adelaide Gundlach then conducted a most helpful question box.

The Nominating Committee recommended the following officers for next year:

President—Mrs. Cleo Gillis Hester, Registrar, Murray State College.

Vice-President—A. M. Shelton, Dean & Registrar, Lindsay Wilson Jr. College.

Secretary-Treasurer—Miss Pearl Anderson, Registrar, Transylvania College.

This report was accepted and these officers were declared elected.

VIRGINIA ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

The twenty-first annual meeting of the Virginia Association of Collegiate Registrars and Admissions Officers was held at the Hotel Roanoke, Roanoke, Virginia, Thursday, November 9, 1950. There were thirty-four representatives from twenty-one institutions present.

Miss Jeanette Boone, President, called the meeting to order. She presented Miss Mary Phlegar Smith, Dean of Hollins College, who welcomed the group to Roanoke.

An interesting report on the meeting of the American Association of Collegiate Registrars and Admissions Officers, which was held in San Francisco, was given by Miss Clarice Slusher and Mrs. John Rocovich of Virginia Polytechnic Institute.

Mrs. H. Russell Robey, President of Southern Seminary and Junior College, discussed *Entrance Credits from Junior Colleges and Unaccredited Institutions*. A lively question and answer period followed.

Dr. Roy Armstrong, Director of Admissions of the University of North Carolina, was the principal speaker. He talked about the duties of the registrar or admission officer as well as admissions policies. Opportunity was given for general discussion.

At the afternoon session Miss Lysbeth Muncy, Assistant Dean at Sweet Briar College, read a paper on *The Role of the Faculty in Counseling*.

Miss Blanche Latham, Registrar at Lynchburg College, led the discussion of unassigned topics.

An exhibit of office forms from the American Association of Collegiate Registrars and Admissions Officers was presented by Mr. Charles L. Green of Washington and Lee University.

Catherine Bell has left Marion College and is now registrar at Westhampton.

G. P. Whitt at Radford College has now retired.

The following officers were elected for 1950-1951:

President: Miss Helen Frank, Madison College.

Vice-President: Mr. James E. McCoy, Bluefield College.

Secretary-Treasurer: Miss Blanche Latham, Lynchburg College.

MARGUERITE CARTER, *Secretary*

Directory of Regional Associations

(Changes should be reported promptly to the Regional Associations Editor)

ALABAMA:

President: Virginia Hendrick, Registrar, Alabama College, Montevallo
Secretary: Madelyn Hale, Birmingham-Southern, Birmingham

ARKANSAS:

President: Matsye Gantt, Arkansas A. and M. College, Magnolia
Secretary: Frances Crawford, Ouachita College, Arkadelphia

CHICAGO:

President: Marie J. Meloy, Lake Forest College, Lake Forest
Secretary: Bernice E. Collins, School of Commerce, Northwestern University, Chicago

COLORADO-WYOMING:

President: Mattie Dorsey, Mesa County Junior College, Grand Junction, Colo.
Secretary: Rev. John J. Gibbons, Regis College, Denver, Colo.

ILLINOIS:

President: Katherine George, Registrar, Northwestern University, Evanston
Secretary: Harold E. Temmer, Chicago Undergraduate Division, University of Illinois

INDIANA:

President: Maxine R. Domer, Registrar, Manchester College, North Manchester
Secretary: James R. Bogan, Registrar, St. Joseph's College, Collegeville

KANSAS:

President: James K. Hitt, University of Kansas, Lawrence
Secretary: Virginia Jennings, Ottawa University, Ottawa

KENTUCKY:

President: Cleo Gillis Hester, Registrar, Murray State College, Murray
Secretary: Pearl Anderson, Transylvania College, Lexington

LOUISIANA:

Inactive

MICHIGAN:

President: James S. Young, Detroit Institute of Technology
Secretary: Muriel Parsell, Flint Junior College, Flint

MIDDLE STATES:

President: E. Vincent O'Brien, Fordham University, New York
Secretary: Maurice J. Murphy, Duquesne University, Pittsburgh

MISSISSIPPI:

President: J. O. Carson, Meridian Municipal Junior College
Secretary: Annie McBride, Belhaven College, Jackson

MISSOURI:

President: C. W. McLane, Director of Admission, University of Missouri
Secretary: Mrs. Harriet Williams, Christian College, Columbia

NEBRASKA:

Inactive

NEW ENGLAND:

President: Jordan R. Scobie, Middlebury College, Middlebury, Vermont
Secretary: Katherine H. Peugh, Connecticut College for Women, New London

NORTH CAROLINA:

President: N. P. Yarborough, High Point College, High Point
Secretary: Mrs. Scott Boyd, Louisburg College, Louisburg

OHIO:

President: John W. Bunn, Bowling Green State University, Bowling Green
Secretary: Eugene Mittinger, John Carroll University, Cleveland

OKLAHOMA:

President: George Metzel, Tulsa University
Secretary: Virginia Embree, Oklahoma College for Women, Chickasha

PACIFIC COAST:

President: Herman A. Spindt, University of California, Berkeley
Secretary: Benjamin Swartz, Los Angeles City College.

SOUTH CAROLINA:

President: Dr. Kenneth G. Kuehner, Coker College, Hartsville
Secretary: Naomi McCracken, Converse College, Spartanburg

SOUTHERN:

President: Charles W. Edwards, Alabama Polytechnic Institute, Auburn
Secretary: Maple Moores, University of Kentucky, Lexington

TENNESSEE:

President: James L. Buford, Vanderbilt University, Nashville
Secretary: Mrs. Nina Rulin, Carson-Newman College, Jefferson City

TEXAS:

President: Leonard G. Nystrom, Registrar, Southern Methodist University, Dallas
Secretary: Mrs. J. H. Jameson, Midwestern University, Wichita Falls

UPPER MIDWEST:

President: Ruby M. McKenzie, Registrar, University of North Dakota, Grand Forks
Secretary: Kenneth Wegner, Carleton College, Northfield, Minnesota

UTAH:

President: Dean J. S. Boughton, Westminster College, Salt Lake City

VIRGINIA:

President: Helen Frank, Madison College, Harrisonburg
Secretary: Blanche Latham, Lynchburg College, Lynchburg

WEST VIRGINIA:

President: Lyle E. Herod, Assistant Registrar, West Virginia University,
Morgantown
Secretary: E. W. Browne, Bluefield State College, Bluefield

WISCONSIN:

President: Milton Longhorn, State Teachers College, Platteville
Secretary: Elva L. Boettcher, Ripon College, Ripon

Employment Service

The AACRAO has established a Committee on Placement Information to serve as a clearing-house for those seeking employment and those with vacancies to fill. The persons listed below are registered with this committee. Additional listings may be sent either to the Editor, at the *Office of the Registrar, Miami University, Oxford, Ohio*, or to the Chairman of the Committee, Mr. George W. Rosenlof, *University of Nebraska, Lincoln, Neb.* The registration fee is \$3.00 which includes one publication on this page. Persons listing their names with the Committee on Placement should send with their application for listing, a copy of the advertisement (limited to 50 words) which they wish to insert. For additional insertions beyond the first the charge is \$1.00 per issue. Remittance in full in favor of the American Association of Collegiate Registrars and Admissions Officers should accompany the application.

The Committee on Placement Information is not an employment agency, and neither the Association nor its committee assumes any obligation as to qualifications of prospective employees or responsibility of employers. It is expected that at least some reply will be made to all those answering announcements.

Inquiries from prospective employers should be directed to Mr. Rosenlof at the address given above.

POSITION WANTED: Male, as Admissions-Registrar, or in Student Personnel, in a Middle States College. Wide experience (fifteen years) including YMCA executive, college admissions, counseling, placement, and Army personnel. M.A. plus two years University graduate study in guidance completed 1949. Address R.L. (4)

APPOINTMENT DESIRED: As registrar or director of admissions. Fifteen years' college teaching experience, three years as registrar; thirty-eight, single, Ph.D. candidate. Listed in Directory of American Scholars and *Who's Who in American Education*. Address DM. (4)

POSITION WANTED: As Registrar or Dean of Students with counseling duties; Ph.D., 32, married man, three children. Protestant. Ten years' employment including chief of guidance center. Available Summer 1950. Could teach psychology, social science, or religion-ethics. Address DC. (4)

POSITION WANTED: As Registrar or Dean. Man, married, with B.S. and M.A., plus one year on doctorate. Seven years Registrar, Director of Admissions, and Assistant to President. Employed but prefer change. Business Administration undergraduate major; Administration graduate major. Successful teacher and adviser. Protestant. Address Tim, care Editor. (2-4)

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